INVESTIGATING TEACHERS' EXPERIENCES OF LEARNER DISCIPLINE IN SENIOR SECONDARY SCHOOLS IN ZAMBEZI REGION OF NAMIBIA

By

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Submitted in the fulfillment of the requirements for the degree of

MASTER OF ENDUCATION

In the subject

EDUCATION MANAGEMENT

At the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF V.P MAHLANGU

NOVEMBER 2016

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

This research project gives an overview and road map on how the researcher went about investigating teachers' experiences on learner discipline in senior secondary schools in the Zambezi region of Namibia.

Learner discipline problems are not unique to Namibia. Learner discipline problems often need active supervision in order to be reduced, (Masekoameng 2010:1). "For teachers to succeed in the classroom, they need to know how to manage learners and respond appropriately to their behaviour. Teachers are also expected to establish and implement alternatives to corporal punishment because the application of corporal punishment was abolished in 1990 in all Namibian schools (Hauwanga 2009:1). In place of corporal punishment, alternatives need to be implemented in Namibian schools where at the same time finding ways to protect the dignity and rights of all citizens, (*ibid*). Good discipline is one of the key aspects that contributes to learner education. It is, therefore, of utmost importance that teachers, school principals, parents, members of the community as well as the Ministry of Education work hard to make schools functional in the Zambezi region of Namibia, particularly in the Sibbinda Circuit. In addition, "learner discipline is a necessary component for successful education and it ought to inspire an orderly environment and harmonious climate in which learners take responsibilities for their actions and accept the consequences thereof" (Oosthuizen, Van Deventer, Rossouw, & Rossouw 2010:25). Before Namibia's independence in 1990, discipline in schools was maintained in a way that was humiliating and not conducive for effective teaching and learning. This was due to the fact that discipline was maintained by beating learners and this had a negative effect since it was usually expressed in anger and resentment. "This threat of beating school children guaranteed silence but not future cooperation" (Hauwanga 2009:1). Mtsweni (2008:3) and Oosthuizen *et al.,* (2010:25) observe 'that there is a growing worldwide concern about the deterioration of learner discipline

due to the fact that learners' misconduct seems to be a worldwide problem for school management and teachers to a lesser extent, and for learners, parents and the general public'.

Oosthuizen *et al.,* (2010:25) further refer to the evidence found in the research by Stewart (2004:320), Steyn (2003:225) and Bru *et al.,* (2001: 715) that 'bullying arising from lack of discipline on the part of learners has serious consequences in Australia and learners' misconduct is also described as a huge problem in the United States of America and a most difficult problem faced by teachers in Great Britain. Learners' misconduct has escalated in Norwegian and other western countries. Few would argue that globally, schools are in trouble due to the lack of learner discipline (Mestry & Khumalo 2012:97). The problems of learner discipline continually spark a national debate as teachers, schools boards, administrators, and parents search for ways to strengthen the schools system at all levels, and more effectively respond to the rapidly changing world around them so as to better educate their children. Mestry and Khumalo (2012:98) further state, 'that there is a perception amongst stakeholders that learner discipline is a serious problem rendering many schools as ineffective institutions of teaching and learning. They further state that many teachers in rural secondary schools acknowledge that they have serious problems in disciplining learners and are disempowered to deal with learners' disruptive behaviour'.

Masekoameng (2010:94) 'affirms that teachers throughout the world share the same sentiments regarding the fact that lack of learner discipline in schools makes it impossible to teach effectively'.

The majority of teachers struggle to find effective solutions to the problem of learner discipline. It is for this reason that a study concentrating on this aspect is important. Lilemba (2010:38) affirms that 'many teachers in Namibia complain that since independence in 1990, which ushered a period of democracy, learners have become unruly. Many parents too, are questioning what is happening in schools and some feel that schools are no longer a safe place for their children'.

The researcher agrees with Masekoameng (2010:5) where she states "most teachers have been raised in autocratic times, and therefore have limited management skills suited to today's democratic society. It is, therefore, very important that teachers should learn to equip themselves with management strategies which will assist them in dealing with today's youth. This simply means that the question of school and classroom management strategies should be investigated to

make sure that the situation in the classrooms and the schools is conducive to effective teaching and learning.

This study, therefore, investigates teachers' experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia. Therefore problems which have to do with lack of discipline deserve immediate attention from all the stakeholders in order to eradicate all unnecessary forms of ailments in the education arena, particularly in the Zambezi region of Namibia.

1.2 RATIONALE FOR THE STUDY

The researcher has first-hand experience of being bullied and being a victim of being assaulted by a learner at school. The researcher has seen people from all walks of life being bullied; that is older learners bullying young learners, learners assaulting teachers and learners insulting teachers, and learners sexually harassing female teachers. Bullying is one of the causes of indiscipline in senior secondary schools in the Sibbinda Circuit of the Zambezi region of Namibia. The researcher has also observed that where bullying abounds, there is no respect among learners and academic progress. The issue of lack of learner discipline and safety at schools in Namibia has been and continues to be some of the challenges facing teachers during the past number of years.

Masekoameng (2010:4) emphasizes that teachers throughout the world share the same sentiments regarding the fact that lack of learner discipline in schools makes it impossible to teach effectively. At some schools where the researcher taught, learners were habitual late comers, rejected any kind of authority, abused alcohol and drugs, fought teachers, constantly violated the schools code of conduct and brought dangerous weapons to the school and classrooms. These problems make it difficult, if not impossible, for teachers to manage their classes effectively.

The researcher's life experience as both a learner and teacher has led him to believe that the lack of learner discipline in schools is not unique to Namibia or Africa but is a global problem. Oosthuizen *et al.,* (2010:25) observe that 'there is a growing worldwide concern about the deterioration of learner discipline due to the fact that learners' misconduct seems to be a worldwide problem'.

Therefore with all mentioned above, lack of learner discipline at schools is an issue of concern and problems which have to do with lack of discipline deserve immediate attention from all the stakeholders in order to eradicate all the unnecessary forms of ill-discipline in the education arena, particularly at senior secondary schools in Sibbinda Circuit of Zambezi region, Namibia.

Unless authorities adopts a zero tolerance attitude towards this scourge, there is little hope of eradication. In Namibia, zero tolerance implies immediate predetermined sanctions to both minor and serious misbehaviours. In Namibian schools, suspensions and expulsions are the central focus of a zero tolerance approach. Hauwanga (2009:23) affirms that minor disruptions will, if left unattended, result in more serious disruptions which will at the end result in chaos.

Therefore, this research project will assist teachers to review school rules and policies and come up with better approaches to the management of learner discipline at their schools and classrooms. The school management, teachers, heads of department and principals will hopefully be provided with strategies so that in its implementation to the school disciplinary policies, it will reflect the needs of learners, teachers, parents, support agencies, and the community. The study will, in the final analysis, be valuable to the department of education and participants. It is equally envisaged that there will be a total commitment to all teachers to properly implement and nurture the culture of exploring good strategies to improve learner discipline in all Namibian schools and beyond.

1.3 STATEMENT OF THE PROBLEM

In essence, the problem that was investigated in this study focused on: investigating teachers' experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia Since 1990, with the abolishment of corporal punishment, school principals, heads of department, senior and ordinary teachers in Zambezi region of Namibia experience problems with the management of discipline.

In terms of Article 8 (2) (b) of the Namibian Constitution (1990), "No person shall be subjected to torture or to cruel, inhumane or degrading treatment or punishment. According to the Namibian educational code of conduct for schools (1990), and section 56 (1) of the Namibian Educational Act, Act 16 of (2001:31) no corporal punishment may be administered in schools. In the case of

Christian education of South Africa vs minister of education 2000(4) 54757(cc): No parent may lawfully authorise or grant teachers permission to administrator corporal punishment to his or her child.

This qualitative study was conducted at three selected secondary schools which constitute a part of the Sibbinda Circuit of the Zambezi region of Namibia, situated in the north eastern part of Namibia. These schools were established in the 1980's, they run from Grade 8 to12 with more than 500 learners each, and have approximately 20 staff members each. The average age of learners attending these schools is between 13 and 18 years. Learners attending these schools are in two groups: some stay in the hostels and some stay at home (villages). This means that some of these learners have to walk up to two kilometres to the nearest schools. For the purpose of this study, the researcher purposefully chose three senior secondary schools which form part of the Sibbinda Circuit of the Zambezi region of Namibia as suitable schools (sites) to conduct his research on, based on their poor performance in their Grade 10 and 12 results for last year (2015).

These senior secondary schools are characterised by a high failure rate, low morale and anti-academic attitude amongst teachers and learners. At these schools, learners are habitual late comers, refuse to do homework, reject any kind of authority, abuse drugs and alcohol, fight and insult teachers, are truant, physically violent, and constantly violate the school's code of conduct.

In order to establish and maintain a disciplined and a purposeful environment for effective teaching and learning in schools, teachers use measures such as Oosthuizen et al., (2010:26) ; Detention after school, suspension, extra work, referrals to the principals, denying privileges, expulsion, recording transgressions in a book and cleaning of school grounds.

Even though teachers have such a variety of measures available, it seems that learners' misconduct remains a problem in Namibian schools, and teachers are in need of effective measures to deal with it. Mwamwenda (2008:275) affirms that misbehaviour in schools and classrooms may originate in the child himself or herself, the school, the parents, and teachers.

Learner discipline at these secondary schools has deteriorated to such a degree that these schools are regarded as the most violent in the region. Masekoameng (2010:12) affirms that 'in secondary

schools, the situation is worse than in primary schools, because the learners, as adolescents, are aware of their rights to privacy, freedom of religion, belief, opinion and expression, among others'.

Most studies address learner discipline from different angles (Mokhele 2006; Mtsweni 2008; Hauwanga 2009; Mestry & Khumalo 2012; Mishra 2012; Rajkoormar 2012). This study focused on the teachers' views, perceptions and experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia. There is much work to be done since in some schools the situation has reached alarming proportions. It is for this reason that a study concentrating on these aspects is important.

1.3.1 Research Questions

1.3.1.1. Main Research Question

How do teachers experience learner discipline in senior secondary schools in the Zambezi region?

1.3.1.2. Sub Research Questions

What are your experiences as teachers with regard to learner discipline?

What are your views as teachers regarding the importance of learner discipline?

How do teachers experience the consequences of the lack of learner discipline in senior secondary schools?

Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

1.3.2. Purpose, Aims and Objectives of the Study

The purpose of this study was to investigate teachers' experiences of learner discipline for twelve teachers at three senior secondary schools of Sibbinda Circuit in Zambezi region of Namibia. Learner discipline is generally defined as: "The practical training people receive to obey rules or code of behaviour".

In light of the research questions above, the aims and objectives of this research study are to:

- Determine what the experiences of teachers regarding learner discipline at secondary schools of Sibbinda Circuit in the Zambezi region are.
- Determine what the views of teachers regarding the importance of learner discipline at schools and the classroom environment are.
- Determine the experiences of teachers regarding the consequences of lack of learner discipline in schools.
- Determine which strategies can be implemented by teachers to improve learner discipline in schools and the classrooms environment.

1.4 RESEARCH METHODOLOGY AND DESIGN

1.4.1 Research Approach

This research approach was of a qualitative nature. It allowed teachers to express how they understood and experienced the management of learner discipline at their senior secondary schools. Qualitative research is described as a means of exploring and understanding the meaning that individual or groups ascribe to a social human problem (Creswell 2009:4). In pursuit of the aim of this research, a basic or generic qualitative research approach was regarded as the most appropriate, as it seeks to understand phenomenon, a process or the perspectives and the world views of the people involved (Mestry & Khumalo 2012:100). A case study design was used to investigate how teachers experience learner discipline in their senior secondary schools. The case study is a qualitative strategy of inquiry which is a flexible form of inquiry best suited for studying a particular phenomenon within its natural content in which the researcher explores in depth the programme, activities, a process of one or more individuals (McMillan & Schumacher 2010:344;345). The researcher chose a case study because it is an ideal method for investigating teachers' experiences of learner discipline in senior secondary schools in the Sibbinda Circuit in the Zambezi region of Namibia. This method enabled the researcher to better position and understand the participants' views, perceptions, experiences and understandings of the topic under investigation.

It is an easy method of gathering information in a short time, to a considerable degree, to study human behaviour in a naturalistic setting. A case study design was preferred because it enabled the researcher to collect rich data on the views, perceptions, experiences and understanding of senior secondary school teachers aimed at the management of learner discipline on which the investigation is focused. For this purpose, data was collected from twelve participants of the three senior secondary schools in the Sibbinda Circuit of the Zambezi region of Namibia. This was done by means of an open-ended questionnaire analysed according to Tesch's method of open coding. The researcher used qualitative research approach since it allowed teachers to express how they understand and experience the management of learner discipline in senior secondary schools. This approach suited the purpose of the study, which is to investigate the situation that prevails in their real world. This study focused within the interpretative paradigm and aims to give a descriptive analysis of the teachers' perceptions and experience of managing learner discipline in the schools.

1.4.2 Population and Sampling

In any research, the population is the large group to which the researcher aims to generalise the study results (Lilemba 2009:182). McMillan and Schumacher (2010:129) concur with Lilemba by affirming that a population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which one intends to generalise the results of the research.

Mtsweni (2008:63) affirms that a population is the total set from which the individuals or units of the body are chosen. It is the totality of persons, events or organisation units with which the real research problems are concerned. The individuals or units possess specific characteristics. In this research, the sample was drawn from three senior secondary schools in Zambezi region of Namibia with a population of 60 teachers. Four participants per school formed part of the sample. Purposive sampling was used to select the above mentioned participants. Purposive sampling simply means that participants are selected because of some defining characteristics that make them the holders of the data needed for the study (Maree 2007:79). The researcher collected data from twelve teachers (participants) from three senior secondary schools. In this research, participants were selected on the basis that they could possibly supply relevant information from the representative population about the topic of interest: "investigating teachers' experience of learners discipline in senior secondary schools in the Zambezi region of Namibia".

Purposeful sampling allowed the researcher to select schools where participants could provide rich information and those that experienced successes and challenges at maintaining discipline in their schools. This form of sampling is used in qualitative research and that participants and sites are selected that can purposefully inform an understanding of the study's research problem (Creswell 2007:125).

The target group from which the participants were selected consisted of teachers who are teaching in public senior secondary schools in Zambezi region of Namibia. There were principals, heads of department, senior teachers and ordinary teachers. These teachers were both males and females.

All are qualified senior secondary school teachers, and they were possibly knowledgeable about the phenomenon under investigation. All twelve participants were requested to complete the questionnaire (Appendix F). On the basis of the researcher's knowledge of the population. A decision was made about which participants should be selected to provide the best information in addressing the purpose of the research. All these teachers were in one way or another linked to the management of discipline in the participating schools (Rubben & Babbie 2005:247; White (2005:120; Monette, Sullivan & De Jong 2008:148; Maree 2007:178; Grinnell & Unrau 2008:153; McMillan & Schumacher 2010:138).

1.4.3. Instrumentation and Data Collection Techniques

The process of data collection is of critical importance to the success of the study because without high quality data collection techniques the accuracy of the research is easily challenged. In this research study, the instruments that the researcher used to collect data were literature study and open-ended questionnaires. These were the instruments and methods that were used by the researcher to gather data to answer the research questions. The researcher used these instruments together with the permission from Austin Samupwa the director of education for Zambezi region of Namibia (Appendix E) to collect data (Brink 2006:141; Hauwanga 2009:32; Leedy & Ormrod 2010:145—146; Mc Millan & Schumacher 2010:343).

1.4.3.1. Literature Study

Leedy and Ormrod (2013:51) and Leedy and Ormrod (2010;66) state that "Those who conduct research belong to a community of scholars, each of whom has journeyed into the unknown to

bring back an insight, a truth, and a point of light. What they have recorded of their journeys and findings will make it easier to explore the unknown; to help the researcher also discover an insight, a truth or a point of light". In this research, various books and other sources of information that deal with the research topic "Investigating teachers' experiences of learner discipline in senior secondary schools in Zambezi region of Namibia" were consulted. This included books, journal articles, dissertations, theses, case laws, electronic media (internet), magazines, newsletters and essays which proved some important aspects, which were of utmost important to this study. In this research, the researcher reviewed the literature in order to make sense of his findings and tie the outcomes to the work of those who have preceded him. In this research, the researcher used the literature study to clarify the operational concepts of the research and to find the existing information. Hauwanga (2009:6) also points out that a literature review provides a substantially better insight into the dimensions and complexities of the problem. In addition to that, Leedy and Ormrod (2013:51) mention that the review describes theoretical perspectives and previous research findings regarding the problem at hand. Its function is to look again at what others have done in areas that are similar, though not necessarily identical to one's own area of investigation.

1.4.3.2. Open-ended Questionnaire

In this research, an open-ended questionnaire was used to collect data from 12 senior secondary school teachers about their experiences on learner discipline. De Vos *et al.*, (2011:186) and Maree (2007:160-161) define an open-ended questionnaire as the other form of a questionnaire containing a set of open questions or other types of items designed to solicit information appropriate for analysis. This is a questionnaire with open questions where a question is asked and space is provided for a word, phrases or even a comment (Maree 2007:161).

In this research study, the researcher used an open ended questionnaire to give a chance to participants to provide any comment(s) they wanted. Lilemba (2009:191) maintains that, a questionnaire is one of the aids which are used to gather information. The questionnaire was used to determine teachers' views, perceptions, experiences and understandings of learner discipline in senior secondary schools in the Zambezi Region of Namibia (Appendix F). The researcher personally hand delivered the questionnaires to the twelve (12) participants for completion.

The exercise of completing the above mentioned data collection instrument was done in the presence of the researcher so that if participants' experienced some difficulties with the questions, the researcher could immediately clarify the matter.

After completion, the researcher collected the completed questionnaires. Masekoameng (2010:74) states that, by means of a questionnaire, it may be indicated what people know, what their views are, perceptions, experiences or attitude or understanding on the topic. The fact that an open-ended questionnaire was used, confidentiality, anonymity, and privacy of individual participants were guaranteed. The objectives of the questionnaire were to obtain facts and opinions about a phenomenon from senior secondary school teachers on the particular topic under investigation. The advantages of an open-ended questions are that : participants can give detailed and honest answers, the participants thinking progress is revealed, complex questions can be adequately answered, thematic analysis of answers yield extremely interesting information, categories and sub categories (Maree 2007:161). The disadvantages of open-ended questions are that: the amount of detail may differ among participants, participants may need time to think and write their answers (Maree 2007:161).

1.4.4. Data Analysis and Interpretation

According to Mc Millan and Schumacher (2010:367) qualitative analysis is a systematic process of selecting, categorising, comparing, synthesizing and interpreting data to provide a description of the phenomena of interest. Mtsweni (2008:68) states that, data analysis is an ongoing cyclical process which integrates into every phase of qualitative research. Qualitative data analysis is primarily described as an inductive process of organising data into categories and identifying patterns and relationships among the categories or search of patterns in data recurrent behaviour, object or a body of knowledge (McMillan & Schumacher 2010:367). They further state that, inductive analysis is the process through which a qualitative researcher synthesizes and makes meaning from the data, starting with specific data and ending with categories and patterns. Schwandt (2007:6) affirms that data analysis is the process of bringing order, structure and meaning to mass of collected data broadly conceived. This is the activity of making sense of interpreting and theorizing data".

Data collection and analysis are interwoven and influencing one another. Data analysis is an ongoing part of the study, in other words the process is iterative and recursive, going back and forth between different stages of analysis (Mc Millan & Schumacher 2010:367). The researcher started with the analysis of data while data was still being collected. The researcher organised and prepared the data for analysis by optimally scanning the questionnaires, and documents by sorting and arranging the data into different categories and themes. The researcher perused the entire data set for several times to get a sense of what it contained as a whole. The researcher read through the data to obtain a general sense of the information and reflect on the overall meaning. The researcher identified general categories or themes, and perhaps sub-categories or sub themes as well, and then classified each piece of data accordingly to get a general sense of what the data meant.

Data analysis in qualitative study involved the researcher who began with a large body of information and through inductive reasoning sorted and categorized it and gradually brought it down to a set of underlying themes. An inductive approach to data analysis commenced with data collection that relates to a focus of inquiry that was analysed emerging from the data itself (Leedy & Ormrod 2010:152; Leedy & Ormrod 2013:158; McMillan & Schumacher 2010:367).

When analysing the data (questionnaires and documents), the researcher classified data accordingly and evaluated their credibility and trustworthiness. The researcher started with the coding of the data themes and sub themes and classified the data accordingly. The researcher integrated, evaluated and summarised the data based on their credibility (Maree 2007:80,113; Creswell 2009:185-189; Leedy & Ormrod 2010:153).

In this research, textual analysis as a technique was used to analyse data. De Vos *et al*., (2011:381) define textual analysis as a technique that has less to do with the number and frequency of accuracies but has more to do with interpreting the meaning of the document; literature study and questionnaires. The researcher also compared the data across categories or themes to discover connections between the themes. In this research, data interpretation was based heavily on the connections, common aspects, and linkages among the data sections, categories or themes and patterns. The goal was to integrate the themes and concepts into a theory that offers an accurate, detailed interpretation of the data. During this research study, symbols were used to identify the

schools and teachers (participants) to ensure the anonymity of participants and the schools. The data obtained from the open –ended questionnaires was analysed, presented and interpreted.

The main aim of analysing and interpreting the research findings was to increase the validity of the research by ensuring that errors and incurrences were eliminated. Deliberate attempts were made to connect the findings to existing literature on the themes under discussion. The data was analysed to answer the basic research questions. In this research study, literature study and open-ended questionnaires brought some high lights on the importance of learner discipline, the consequences of lack of learner discipline and the strategies to improve learner discipline in schools. It must be remembered that among others, the aim of this study was to investigate teachers' experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia.

1.6. TRUSTWORTHINESS

It was the researcher's responsibility to ensure that measures of honesty were observed throughout the study. Mtsweni (2008:17) states that trustworthiness must be considered at all times. This included truth value (using the strategy of credibility), consistency (using the strategy of credibility), and applicability (using the strategy of transferability) (Maree 2007:80). Validity in qualitative research refers to the degree of congruence between the explanations of the phenomenon and the realities of the world (McMillan & Schumacher 2010:330).

Trustworthiness of the research indicates that the researcher employed different procedures to check the accuracy of findings (Maree 2007:113). The most common criteria for evidence based enquiry in qualitative research are; Validity, reflectivity, and extensions of findings (McMillan & Schumacher 2010:330).

In this research, to enhance the trustworthiness of the study, the researcher used data from different sources to help check the findings. For example, the researcher might have combined open-ended questionnaire with information from literature study and analysis of written materials on the topic. Therefore if the data from these different sources point to the same conclusions, the researcher had more confidence in his results (Maree 2007:113; Leedy & Ormrod 2010:101; Creswell 2009:190).

In this research, the researcher enhanced the credibility of the research findings by allowing his research participants (teachers) and other people with a specific interest in the research to comment on or assess the research findings, interpretations and conclusions; participants (teachers) in the settings studied were given a chance to comment on whether the researcher's interpretations were in line with their personal experiences that they had expressed during the questionnaire completion. Member checking was carried out on the initiated summaries, and on the data interpretations and findings of the results. In this research, stakeholders' (members) checking was conducted progressively during a research project both formally and informally (Maree 2007:114; Leedy & Ormrod 2010:101; Leedy & Ormrod 2013:101-104; Creswell 2009:191).

In this research, the researcher conducted a literature study to obtain a background for designing an open-ended questionnaire. The designed questionnaire was critically assessed by colleagues and the student's supervisor.

1.7. ETHICAL CONSIDERATIONS

A researcher is responsible for conducting research in an ethical manner, and failure to do so undermines the scientific process of the study may have negative consequences. In this research, the following were adhered to by the researcher.

In this research project, the researcher conducted the research ethically by firstly requesting permission from the University of South Africa's Ethics Committee to carry on with the research. Secondly, the researcher sought permission from the director of education in the Zambezi region of Namibia to conduct research in the area (Appendix B).

Thirdly, the researcher sought permission from the school principals (Appendix C) and sent letters of invitation to the Heads of Departments (Appendix G), senior and ordinary teachers (Appendix H) of the three selected senior secondary schools in the Zambezi region of Namibia to conduct and participate in the research at their respective schools. The researcher obtained the necessary permission from the director of education (Appendix I) and verbal permission from the principals, heads of department and teachers after thoroughly and honestly informing them about the purpose of the study and investigation. A letter of informed consent (Appendix D) was read and signed by each participant in the research. (Appendix E). The consent of all relevant parties such as

principals, heads of departments, senior and ordinary teachers were obtained. In this research, a letter of informed consent is appropriately documented (Appendix D).

The privacy, anonymity and confidentiality of the individual participants were guaranteed and protected by the researcher. The researcher informed the participants that they have the right to withdraw from the study at any time without penalty. The researcher informed the participants that their names and those of their schools would not be revealed but would be coded.

In this research, no form of deception was inflicted upon the participants. In this research, the researcher promoted the integration of the research, during the research no value judgment was made under any circumstances. Participants were given the opportunity to peruse the report to ensure the correctness of the information they provided to the researcher. In this research, the researcher carried out the research competently, acknowledged fairly those who contributed guidance or assistance and all the findings were reported fully without bias (Leedy & Ormrod 2010:101-104; De Vos *et al.*, 2011:115-126; Creswell 2009:87-92; McMillan & Schumacher 2010:117-122; Unisa 2011:29; Leedy & Ormrod 2013:104-108; Menter, Eliot, Hulme, Lewin & Lawden 2011:56-58).

1.7. Limitations and Delimitations of the Study

1.7.1. Limitations of the Study

Since the researcher is a full time public servant, he carried out the research during working hours. In this regard, prior arrangements were made with schools principals of targeted schools for the questionnaire to be handed out during break time. The researcher conducted his research in schools in his circuit due to transport problems and limited time. Three senior secondary schools from the Sibbinda Circuit of the Zambezi region of Namibia were involved in this research.

It was not easy to travel from one school to another due to long distances between these schools and other schools are located in a very remote area where the road leading there is very sandy, thus one would have to use a 4x4 (four wheel drive vehicle). The researcher's car is a sedan, so it was difficult to access this areas using the vehicle.

1.7.2. Delimitations of the Study

This study focused on investigating teachers' experiences of learner discipline in senior secondary schools of the Zambezi region of Namibia. This study was conducted at three senior secondary schools which constitute a part of the Sibbinda Circuit of the Zambezi Region of Namibia. These secondary schools are situated in the far north-eastern part of Namibia. These schools were established in the 1980's. They are all state owned schools. They run from Grade 8 to 12 with more than 500 learners each. They have approximately 20 males and females staff members at each school. The average age of learners attending at these schools is between 13 and 18 years. These schools accommodate both boys and girls. These schools are probably subjected to poor discipline and it appears that effective teaching and learning is not taking place at these schools. In this research, a purposive selection of the three senior secondary schools in the Sibbinda Circuit of the Zambezi region of Namibia was made based on their poor Grade 10 and 12 results for the previous year. Learners attending at these schools are in two groups; some stay in the school hostel and some are stay in their homes (in the villages), which means these learners have to walk up to four kilometers to the nearest school. Most of the learners live in single parented families usually consisting of mothers because their fathers have died from the HIV/AIDS pandemic.

1.8 Definitions of Key Concepts

1.8.1. School: Is a public school or an independent school which enrols learners in one or more grades between pre-school and grade twelve (Mtsweni 2008:20).

1.8.2. Corporal Punishment: According to Hauwanga (2009:7) it is the infliction of physical pain as punishment.

1.8.3. **Senior Secondary Schools:** Are schools offering education to learners from Grade 8 up to Grade 12. (Masekoameng 2010:8).

1.8.4. Parent: The biological parents or legal guardians; the person legally entitled to custody of a learner, or any person who fulfils the obligation towards the learner's schooling and education (Wolhuter, Lemmer & De Wet 2007: 188-189).

1.8.5. Teacher: Any person who teaches, educates or trains another person at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an educational department (Oosthuizen *et al*., 2009:88).

1.8.6. Learner: Any person receiving education or obliged to receive education (Rossouw & Oosthuizen 2009)

1.8.7. Principal: A teacher appointed or acting as the head master of a school (Oosthuizen *et al*., 2009:31).

1.8.8. Motivation: Amutenya (2016:6) defines motivation as the internal and external factors that stimulate desire and energy in the learners or teachers to be continually interested and committed to their job, role or subject or to make an effort to attain a goal.

1.8.9. Teenage pregnancy: According to Lekganyane (2011:7), teenage pregnancy is when a teenage girl or underage girl (usually within the age of 13-19) becomes pregnant.

1.8.10. Management: Masekoameng (2010:9), defines management as a social process whereby the manager co-ordinates the activities of a group by means of planning, organising, guiding and supervising in order to achieve specific goals.

1.8.11. Peer Pressure: Peer pressure is social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted (Lekganyane 2011:8).

1.8.12. Open-ended questionnaire: Babbie(2007:246), Maree(2007:160-161) and De Vos *et al.,* (2011:186), define an open-ended questionnaire as the other form of a questionnaire containing a set of open-questions and or other types of items designed to solicit information appropriate for analysis.

1.9 CHAPTER OUTLINE

This study will be outlined as follows:

<u>Chapter 1. Introduction and Background of the Study.</u>

This chapter depicted the introduction and background of the study, rationale for the study, statement of the problem, research questions, purpose, aims and objectives of the study. This chapter contains the research methodology and design, research approach, population and sampling, instrumentation and data collection techniques, data analysis and interpretation, limitations and delimitation of the study, definition of key concepts, chapter outline and conclusion.

Chapter 2 .Literature Review.

In this chapter, accounts of the literature review from sources with information related to the research problem are given on learner discipline.

Chapter 3 .Research Methodology and Design

In this chapter, research methodology which incorporates the research design (qualitative case study) research approach, population and sampling, instrumentation and data collection techniques (document study and open–ended questionnaire), ethical considerations, credibility and trustworthiness of the study, data analysis and conclusion are given.

Chapter 4. Research Findings

The main findings of the research are discussed in this chapter.

Chapter 5. Summary, Conclusions and Recommendations

This chapter dealt with the summary of chapters, conclusions and recommendations, which were guided by the findings in chapter 4.

1.10. CONCLUSION

This research study examines the topic, "Investigating teachers' experiences of learner discipline in senior secondary schools in Zambezi Region of Namibia". Chapter one entails the introduction and background of the study, rationale for the study, statement of the problem, research questions and purpose, aims and objectives of the study. Furthermore, the research methodology and design incorporates the research approach, population and sampling, instrumentation and data collection

techniques, data analysis and interpretation, credibility and trustworthiness, ethical considerations, limitations and delimitations of the study, definitions of the key concepts and chapter outline are properly laid out. Quotations and use of references in-text and bibliography are correctly laid out and all sources acknowledged. The next chapter will discuss the literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The first chapter outlined the introduction and background of the study, as well as the research questions and the research methodology of this research.

The primary aim of chapter two is to provide the outcomes of a literature study on learner discipline, to support or substantiate this research with those previously conducted by other researchers.

In this research, an extensive literature study was conducted. This included books, journal articles, dissertations, theses, study guides, essays, newsletters, magazines, electronic media (internet) and case laws. An important aim of the literature study was to shape the researcher's frame of references and to understand what has been read and to interpret it in such a way that it adds value to the researcher's own contribution.

In this research, the researcher indicated the relationship of the research study to the relevant literature and extensively demonstrated his understanding of the main debates in literature to sharpen the focus of the study and give structure to its questions and design. The literature review was from different sources and it was dovetailed with the existing body of scientific knowledge.

According to Creswell (2009:25), the literature review related the study to the larger, ongoing dialogue in the literature and provided a framework for establishing the importance of the study. The reflective literature was based on the following four main aspects and their headings and subheadings: The definitions of learner discipline, the importance of learner discipline, the consequences of lack of learner discipline (both negative and positive) and the strategies to improve learner discipline.

2.2 THE DEFINITIONS OF LEARNER DISCIPLINE.

2.2.1 Mtsweni (2008:19) defines discipline as a "practice of imposing strict rules of behaviour on the people" and also as the ability to work in a controlled manner.

2.2.2 Hauwanga (2009:7) defines discipline as the act of using reasonable control in an effort to produce desired behaviour.

2.2.3 Oosthuizen *et al*., (2009:154) defines discipline as "the practice of training people to obey rules or a code of behaviour".

2.2.4 Rajkoomor (2012:1) defines discipline as the process of training oneself in obedience, self-control, skills etc.

2.2.5 Mokhele (2006:150) defines discipline as the practice of care and respect for others and self.

2.2.6 Van der Westhuizen, Oosthuizen and Wolhuter (2008:211) define discipline as the voluntary obedience of the child to the influence and leadership of the mature adult teacher and the child's personal appreciation of the knowledge, attitudes and ideals of the latter.

2.2.7 Temitayo *et al*., (2013:8) define discipline as a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined.

2.2.8 Joseph (2010) defines discipline as a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual in the society.

2.2.9 Brunette (2009:184) defines discipline as the means that the child voluntarily accepts the teachings and influences of the teacher.

2.2.10 Lekganyane (2011:5) defines discipline as training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.

2.2.11 Nthebe (2006:28) defines discipline as a process that uses teaching, modelling and other appropriate strategies to maintain behaviour necessary to ensure a safe, orderly and productive learning environment by changing unacceptable behaviour to acceptable behaviour.

2.3. THE IMPORTANCE OF LEARNER DISCIPLINE

Discipline is one of the basic requirements of a civilized society. Every society has to set certain norms for people to follow. Everything in this world is governed by a definite set of laws. According to Mwamwenda (2008:275) throughout life, people live in groups, the family, the school, and the community. What would happen if within these groups everyone does what he or she wants? There would be anarchy, chaos and unhappiness. Establishing and maintaining discipline in school is an important task, not only for school managers, parents and learners but also for teachers.

Discipline in schools and the classrooms is important because it is associated with learner performance (Mkhize 2002:147). According to Rajkoomor (2012:1) the importance of discipline in educational institutions is well recognised. There should be a proper balance between discipline and learners' freedom. Mishira (2012:1) states that, if everything goes on in a definite routine and discipline is maintained, then there would not be any chaos anywhere. Rajkoomor (2012:1) further states that discipline in schools may reduce the violence, vandalism and help the learners to focus better on their studies and careers.

Discipline is of vital importance in any society, school and in an organisation for its proper function, because without discipline education is impossible. Which means there can be no scientific advances, no industrial or technological achievements, no settled system of law, no exploration and no development (Hamm 2004:109; Masekoameng 2010:4; Rajkoomar 2012:2; Mwamwenda 2008:275).

According to Mishra (2012:1) anywhere we go discipline is necessary in any institution whether it is an educational institution or even in the social or religious matters; even on the streets and even while at home. Mishra (2012:1) further states that discipline is important even in domestic life because if children are brought up in an atmosphere of love and brotherhood, they tend to be good citizens. Therefore, it is the duty of parents to raise their children in an atmosphere conducive for everybody.

Studies have shown that children from divorced parents and from broken homes are generally undisciplined (Mishra: 2012:1). Therefore, parents should bring up their children in a disciplined manner (Mishra: 2012:1). Often teachers fail to consider the interest of learners and as a result end up with a class where they cannot restore discipline. Discipline is important in our schools, because when a child enters this world, he or she is completely ignorant, unskilled, irresponsible, undisciplined, dependent and incompetent. Therefore, he or she needs support from the teachers to overcome these shortcomings in order to become self-reliant and unrestricted. Therefore discipline is crucial if the child were to learn anything tangible.

The importance of learner discipline in our schools is to "assist learners to acquire characteristics of a positive nature, such as self-control and persistence, to maintain order in school and classroom, to assist learners to realise the necessity of order in the world around them; to regulate the learner behaviour for self-discipline, to protect learners from themselves and the actions of other learners; to enable learning to take place without interruption; to develop and correct learners' self-discipline and to contribute to the spiritual development of a learner (Mwamwenda, 2008:275).

If applied in a caring way, it assists in developing responsibility, independence and maturity in learners, to mould the learner into adulthood, to enable learning to take place without interruption, it enables learners to behave in a way that leads to praise, to help learners to develop a conscious internal voice that guides them in making their own decisions and controlling their own behaviour,

to correct and develop learners' self-discipline. Discipline serves as an ego- bolstering motivation which encourages learners to accomplish what is required of them (Bear 2009). So in today's society, it is very essential to live with co-operation and brotherhood amongst each other. The absence of discipline may lead to failure and backwardness of a nation. However, one can overcome these problems if everyone follows a personal code of conduct and maintains self-discipline for the nation's prosperity.

2.3.1 The Functions of discipline

Discipline is not only desirable but indispensable. Wherever discipline and regulation of human conduct are absent, moral and material deterioration sets in. Absence of discipline means society's decay. To prevent decay, discipline has to be imposed in the common interest and for the common good. According to Rajkoomor (2012:1) citizens of a disciplined nation work in a spirit of cooperation and unity. Aristotle rightly says "discipline is obedience to rules formed by the society for the good of all".

Mishra (2012:1) affirms that citizens of a disciplined nation can work more smoothly and are filled with the spirit of unity, brotherhood and co-operation. The educational institutions should have a peaceful and calm atmosphere to enable the learners to acquire knowledge. According to Donald, Lazarus and Lolwana (2010:147) and Mkhize (2002:34), discipline has four functions:

- Socialization.
- Normal personality maturation.
- Internalization of moral standards and obligations.
- Learners' emotional security.

Discipline aims at guiding and directing the learner towards:

- Self-discipline and
- A good moral character (Mkhize 2008:34)

2.3.2 The characteristics of discipline

Discipline in school should be characterised by the creation and management of order, reasonableness and fairness in order to influence and shape the learners in a positive and constructive manner. A disciplined person is regarded as one who has orderly habits, observes rules, regulations and authority so that they can improve behaviour and exercise both self-direction and self-control.

A disciplined person is rarely forced to conform to rules or to complete a required task, but perform it willingly. The characteristics of discipline are summarized as follows:

*Discipline protects the learners: in an orderly environment, discipline protects learners from the unruly and undisciplined behaviour of their fellow learners. It also protects them against their own way.

*Discipline is used to create order: education does not function in an area free of the law, all education management and training must comply with the requirements of the law. The government makes laws to maintain law and order in the country and schools. The laws are enforced to discipline the learners and to maintain peace and harmony in the country. Without discipline, there can be no scientific advances, no industrial or technological achievement, no settled system of law, no exploration and no development (Rajkoormar 2012:2). The administration of discipline ensures that human activities in the daily process of education are ordered. The wilful and wayward behaviour of each individual is consequently checked by discipline (Oosthuizen *et al.,* 2009:155)

*Discipline ensures fairness: it is essential that the interest of the various participants and interested parties in the educational system be fairly protected. Persons having an interest in education are all legal subjects and the bearers of rights and obligations. Enhancement on the rights or competencies of one subject by another causes unfairness. Oosthuizen *et al*., (2009:155) defines fairness as the moral value which serves as a norm to ensure impartiality when dealing with the competing interests of various legal subjects.

*Discipline is prospective: Oosthuizen *et al*., (2009:155) contend that both education and training are prospective. They state that the objective of education is clearly to prepare the learner for integration into and development in the adult working society. For this reason, discipline must be

prospective-directed at the development of the future adult. According to Rajkoormar (2012:2), discipline means full regulation of the sense of responsibility.

*Discipline is directed primarily at correction not retribution: discipline is distinguished from the basic and purely legal approach, which is essentially retribution (Oosthuizen *et al*., 2009:155). Retribution is amplified in the Concise Oxford English Dictionary (2011:1229) as "punishment inflicted on someone as vengeance for a wrong or criminal act". Correction from an educational prospective is directed at the spiritual, mental and moral development of the learner. Consequently in the field of child development, discipline refers to the methods of modelling character and of teaching self-control and acceptable behaviour (Temitayo *et al*., 2013:8). Discipline in schools should respect the dignity of the learner. Above that, education should prepare the learner for life in a spirit of understanding, peace and tolerance.

*Discipline contributes to the spiritual development of a learner: Oosthuizen *et al*., (2009:155) refer to the Dutch origin of the word "tug" which is derived from the word "trek" and conclude that it can be deduced that within the context of education, it refers to an action which is directed at influencing (drawing near to) the learner. The aim of this action is the development of learners to maturity and directing them to attaining a state of "ken" (to know) and "kan" (can). Temitayo *et al*., (2013:8) affirm that the aim of discipline is therefore to help the individual to be well adjusted, happy and useful to their society.

At the basis of all these characteristics lies a safe environment that is created while the school activities are regulated and orderly managed by the law. One of the characteristics of the societal relationship (such as school), is the existence of a structure of authority which is empowered to regulate the human activities within that relationship to create order. For teachers to be able to exercise discipline to maintain order and guarantee the safety of all involved in a school, they should use a code of conduct, a school policy and regulations effectively and efficiently.

Hauwanga (2009:10) affirms that disciplinary problems experienced in schools may have their origin in the family and society, but many problems are aggravated by and sometimes caused by school policies and procedures as well as by teachers and other school personnel. Therefore, education managers (principals) have to rely on a variety of disciplinary measures to maintain order.

2.4 THE CONSEQUENCES OF LACK OF LEARNER DISCIPLINE (NEGATIVE/POSITIVE)

Discipline has negative and positive effects on learners. In disciplining a learner, the teachers have to apply the so-called preventive discipline, this means a positive leading, guiding, helping, supporting, influencing, instructing and interpreting of what is good and right by the teachers (Mokhele 2006:156; Mwamwenda 2008:275; UNICEF 2008). Mokhele (2006:151) affirms that learners should be taught how and why to do the right thing. Therefore, the teacher's function is to contribute to the authentic self-realisation of every learner.

2.4.1 Ways of maintaining discipline in the educational (school) environment (types of discipline)

In the past when the cane ruled in the classroom, teachers used it randomly and at will. That situation is no longer acceptable in this country. Depending on the nature of the offence, the teachers may decide which type of discipline to administer. The absence of the cane does not warrant lawlessness. Here are the other types of discipline teachers can use in the place of a cane: rewards, command, variety, punishment, admonition, counselling, consolation and encouragement (Lilemba 2002:156; Mwamwenda 2008:278-280) as indicated in figure 2.1 below.

Figure 2.1 Types of discipline
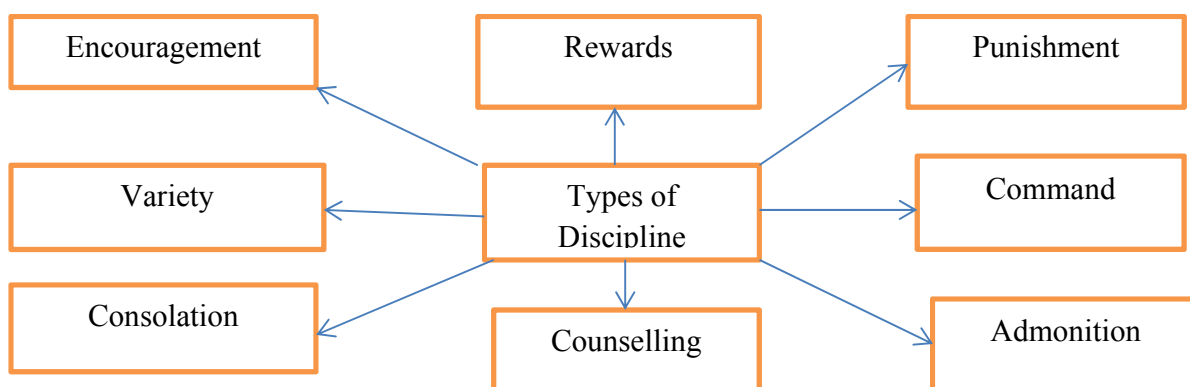
Source: Adapted from Lilemba: 2002:156

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- Command: a command points to a positive injunction (order or command), a prohibition, to the rejection of a particular course of action. This depends on the attitude of the teacher. These concepts should be used sparingly, but teachers should insist on prompt execution. Threats and pleas for obedience weaken the meaning of the order and undermines authority. All demands should be fulfilled. The attitude of the learner towards the command or prohibition will depend largely on how he or she is addressed by the teacher and on the nature of the command. One teacher may give many orders to display his or her authority, while another may do so for a meaningful purpose. A command or prohibition when executed with the wrong attitude or intention may end communication.

- Admonition (reprove): a reproof or rebuke is a reminder of a neglected duty. The tone in which it is uttered is important. It is an appeal to the learner to change his or her ways. It leaves it to the learner to decide whether or not to act.

- Counselling: when the learner has reached a high degree of independence, pedagogical activity usually takes the form of counselling. Often a young person is unwilling to show that he or she needs advice. That is why he or she deliberately rejects advice he or she did not ask for. In this case counsellors should avoid dictatorial tendencies.

- Encouragement: this is an appeal to the learner to persevere and to venture with confidence.

- Consolation: this is a comforting word that appeals to the learner to overcome his or her defeat or setback in a constructive way. Learners should learn that even teachers take risks in life and sometimes fail or experience a setback.

- Variety: the teacher and the learner sometimes fail to understand one another because they do not understand one another's language. Conflicts in the form of heated exchange of words may also take place. The teacher is often startled by the impertinent tone the young person adopts. But often, the impertinence is just a way of speaking and a sign of uncertainty caused by his or her inability to settle the difference in an adult way. It is the duty of the teacher to show the young person that adults can differ from one another in a civilized way. A teacher who always finds fault with the learners may well provoke rebellion.

- Pride and competition: in education, the child wants to become a person in his or her own right. This accounts for his pride. Some learners may become over-ambitious and develop a wrong sense of values. Among children and young people, competition is a natural

phenomenon. They discover their own talents and short comings through competition. Unfortunately, competition may also lead to excessive ambition, jealousy and pride, which are characteristics of distorted values. It is good for children to learn and exert themselves. A good record is an encouragement, but to grudge other people's similar achievements shows the wrong spirit. The important things are the way in which learners compete and the spirit in which they win or lose.

- Reward: it is a means of encouraging positive approach. The learner must learn to distinguish between good and evil and to choose accordingly, without taking into account whether the result will be pleasant or unpleasant. If a reward is taken into extreme cases, it degenerates into bribery. If the learner is bribed to do what is expected of them, they are actuated not by the norms but by the bribe.

- Punishment: the whole education programme should be seen as an attempt to help the child to recognise and accept responsibility as a human being. Transgressions and behavioural problems arise, despite the best attempts at motivation, a well-considered choice of subject matter, the utilisation of well-proven teaching methods and sound co-operation between home, school, church and society. At times, problems at home cause learning problems at school. When it is necessary to punish, the teacher should be clear in his or her objective (Hamm 2004:111; Mwamwenda 2008:278).

2.4.2 Causes of disciplinary problems

The issue of discipline is not only confined to Namibia, but it is a worldwide problem. Today the issue of discipline in our schools is crucial, particularly at these senior secondary schools in the Sibbinda Circuit of the Zambezi region. The public attributes the discipline problem to the abolition of corporal punishment in Namibian schools (Lilemba 2002:151; Oosthuizen *et al.,* 2009:183; Mokhele 2006:152; Mestry & Khumalo 2012:104; Ferreira & Badenhorst 2007:60).

Discipline problems can have many causes. It is, therefore, necessary for teachers to understand the main causes of disciplinary problems in schools. There are many causes of disciplinary problems among learners which teachers sometimes fail to detect. If the problems are not detected early, the situation may become worse and have a disastrous effect on the learners. Hauwanga (2009:12-15), Masekoameng (2010:16-29) and Temitayo *et al.,* (2013:9) state that the following could be cited as the main causes of discipline breakdown in schools:

The teachers.

The teachers at these schools play a crucial role in maintaining discipline in school and in the community they serve. It is necessary for teachers to encourage learners to behave in a more acceptable manner. The teachers of these schools contribute to the causes of discipline in the following ways:

- Poor classroom management skills: if a teacher cannot manage his or her classroom or lesson, surely the learners will become unruly and cause disciplinary problems.
- Negative attitude towards learners: teachers should accept every learner and treat all the learners equally and fairly. Should they (teachers) act otherwise, the learners will identify the weakness and start brewing trouble.
- Lack of respect for time: learners always enjoy it when teachers come late for class. If the teacher makes it a habit, the learners will become unruly.
- Lack of proper conduct inside and outside the school: teachers who conduct themselves in an unacceptable manner will always face disciplinary problems from learners.
- Unsound teaching methods: if the teacher's teaching methods are not clear, learners are likely to complain that they do not understand or will simply cause more disciplinary problems.
- Preparation of the lesson: if the teachers do not prepare their lesson, learners will lose interest and confidence in the subject and the teacher. This may cause unruly behaviour.

The learner.

Learners at these schools are also to blame for disciplinary problems; the following can contribute to the causes of disciplinary problems among learners at senior secondary schools:

- Poor health and malnutrition: this can cause learners to constantly feel tired and sleepy with little energy left for learning.
- Poor eyesight and hearing: if the teacher is not aware that a learner is suffering from poor eyesight or hearing, he or she may mistake this for disobedience or displaying a lack of interest.
- Purpose of education: some learners do not know the purpose of education and as a result will misbehave and cause problems.

- Deliberate disruption of classes and school: some learners may do so deliberately, without any valid reason.
- Lack of respect for school authorities: learners may be inclined for whatever reasons, to disrespect school authorities.
- Lack of respect for school property: learners may simply destroy school property for no reason.
- Bad attitude of learners' peer groups: peer pressure can have both negative and positive effects. A learner's friends may harbour negative attitudes towards schooling and thus negatively influence the rest of the group. Peer pressure can help learners to socialise harmoniously with the other class members, but it can also cause a learner to rebel against school when not accepted by his or her peers (Temitayo *et al.,* 2013:11).
- Interest in matters other than education: some learners have no interest in education. These learners usually cause problems.
  Lack of academic success: poor grades, learning problems, the inability to attain some measure of success in completing school assignments and the pressure to meet university or college requirements may cause disruptive behaviour.
- Boredom: learners often become bored with school or with a particular class or homework. The learners' main responsibility, in many class activities, is to accept what is given to them and to adjust accordingly (Hauwanga, 2009:14-15).

Circumstances at home

It has been proven that problems at homes can cause learners a great deal of tension and emotional distress. If a learner is not happy at home as a result one or more problems, his or her performance at school will be affected. Should the child feel unsafe, neglected, guilty and angry, she or he will be affected.

The main causes of disciplinary problems at home are:

- **Poverty:** if the child is confronted with circumstances of poverty in the family, it is unlikely that he or she will be serious about studies. This can also be disputed because in many African households, it is poverty that motivates some learners to study in order to ensure a better future for themselves.

- **Poor supervision:** when parents are absent and not serious about the education of their children, it is unlikely that their children will become self-disciplined. They will neglect their work and cause problems at school. Children may even opt not to go to school at all, since their parents do not care.

- **Unhappy parents**: in a situation where parents continuously quarrel and argue, children will display unacceptable behaviour and have disciplinary problems either at school or at home. If the father often beats the mother, a child's emotional feelings and stability will be affected negatively (Hauwanga 2009:15)

- **Alcohol abuse:** children who abuse alcohol will always pose disciplinary problems at school. In cases where parents are always drunk, it will also affect the behaviour and well-being of the children. According to Huysamen (in Hauwanga 2009:15), some theories in the social and behavioural sciences include Bandura's social learning theories, according to which a child's behaviour is influenced by social factors such as the family and the environment (Micro and Meso system).

- Fear of the future: this applies to school leavers who cannot find jobs and cannot lead decent lives. Because their future seems unsafe, they display the tendency to resort to criminal activities.

- The mob psychology: this is common in situations of demonstrations, where the mob becomes emotionally charged and acts irrationally, becoming uncontrollable in the process. Children may easily be drawn in to act with the mob.

Circumstances at school

Cases of extreme disciplinary problems are reported by the media and through other channels at these schools. These causes a range of attacks on the school, teachers and property; stealing, stabbing each other, bullying children or even shooting on the school premises. The following could be causes of disciplinary problems at schools:

- Too many learners in a class: In the rural areas this situation is prevalent. Many learners are clustered into one class; hence the teacher cannot find time to attend to every child. In the process, the learners become unruly.

- Too few desks: in some schools, resources such as desks are limited and learners have to share. This may cause disciplinary problems.

- Lack of textbooks or teaching materials: this contributes to learners not doing their work or simply staying at home. A school without the necessary books is not conducive to learning and teaching.

- Poor lighting: many schools have no electricity. Bad lighting makes it difficult to read and study. This does not create a conducive learning environment. It is also not possible to present evening classes. Hauwanga (2009:14) identifies the physical environment as one of the important factors that affect the educational scene. According to him, "the educational scene is made up of six factors, all of which are important in the drama of education: teacher and learner, techniques and materials, social and physical environment". It can be assumed that if any of these is not in balance with the rest, it may lead to undisciplined behaviour among the learners.

Here are the causes of discipline problems in schools as indicated in figure 2.2 below.

Figure 2.2. Causes of discipline breakdown in schools/classrooms

Causes of discipline breakdown in the school/classroom

Circumstances at home
*mob psychology
*poverty
*unhappy parents
*alcohol and drug abuse
*fear
*poor supervision
*lack of parental involvement

Circumstances at school
*too many learners in the classroom
*too few desks
*lack of textbooks/learning materials
*poor lighting
*unjustified school rules

Teacher
*teachers are poor role models
*an authoritarian leadership style
*unsound teaching methods
*ineffective presentation of lessons
*negative attitude towards learners by teachers
*lack of proper conduct inside and outside school
*poor relationships between teachers and learners
*lack of discipline management strategies among educators
*lack of respect for time

Learner
*lack of motivation of learners
*poor health/malnutrition
*poor eyesight/hearing
*purpose of education
*deliberate disruption of class/school
*lack of respect for school property
*bad attitudes of learners, peer groups
*lack of respect for school authorities
*interest in other matters other than education

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Source: Adapted from Lilemba 2002: 152

2.4.3. Negative Consequences of discipline

Another way of disciplining a learner is known as corrective discipline. This type of discipline is negative because it affects notions such as control, resentment, prohibition, disapproval, admonition, compulsion and punishment. The negative effects of discipline are:

- Aggression.
- It damages self-esteem.
- It causes psychological pain to the learners.
- Reduces their ability to learn.
- It teaches them wrong values.
- Mental health issues i.e. depression, physical injuries and abuse (Oosthuizen *et al.,* 2009:124-126; Unisa 2008). Earthman and Lemasters (2009:323), affirm that ill-disciplined learners who are disrespectful towards teachers have a negative effect on teaching and learning in Namibia.

2.4.4. Positive Consequences of Discipline

- Positive effects of discipline are:
  Respect: Every human being is characterised by dignity, be it a child or an adult.

Freedom of movement: The nature of movement qualifies him or her to be free (UNICEF 2008; Oosthuizen *et al.,* 2009:125-126).

In Loco parents love: This concept means "in the place of a parent". In terms of the common law, parents are regarded as the primary teachers of the children. But persons in loco parents is when teachers may have delegated the original rights and duties in respect of the child's education. Parents cannot escape their duty nor can they be replaced as primary teachers. The family is the intimate and primary social structure.

- The foundation of a family as a societal relationship is biotical and its essence is love. It is love which qualifies education in the context of a family.
- Education at home ideally proceeds on the basis of love (the ethical), whereas at school a secure environment must be created to ensure that education proceeds in an orderly and harmonious fashion.
- Teachers' drive their in loco parentis position from the authority delegated by parents as well as from primary authority. The role of the teachers in loco parent is:
  - ✓ The autonomous right to authority.
  - ✓ Drafting of school rules.
  - ✓ Power to discipline and obligation of caring supervision.
  - ✓ Exemplary behaviour (leading by example) (Oosthuizen *et al.,* 2009: 125-126; UNICEF 2008). Mtsweni (2008:2) supports this view that it is the responsibility of the teachers to maintain discipline at all times. On the other hand, parents also need to support teachers in promoting discipline in schools.

2.5. Strategies to improve discipline

With the deterioration of discipline in schools, many teachers have decided to give up and leave the profession. Leaving the profession is not a solution. Professional teachers should face the situation; demand, and confront the situation as it demands. If teachers decide to leave the profession because of the perceived unruly behaviour of learners, then they would have failed to live up to the challenges of the profession. They should also note that discipline is a necessary condition for learning. The maintenance of order and discipline in the school community is the responsibility of all the stakeholders who are determined to promote learning and achievement.
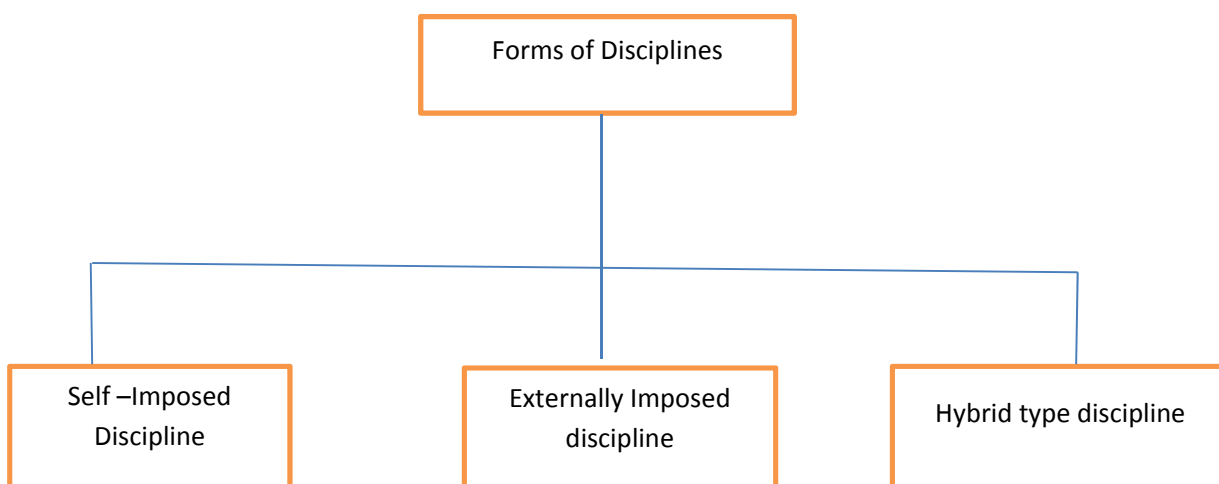
Discipline should not be forced on teachers, learners, administrators and other stakeholders in education, but it should come from within (Lilemba 2002: 158; Mokhele 2006: 151).

2.5.1 Forms of discipline

Instilling discipline on one self or in another person comes in three main forms. In many schools leaners come from different formal backgrounds, wherein there is learned discipline in some. Some learners learn self-discipline from their teachers or other learners. In other words, they follow role models of people they respect and regard as well disciplined and want to be like them.

From the above discussion three forms of discipline are identified as indicated in the figure 2.3. Below.

Figure 2.3. Forms of discipline

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                    ┌─────────────────────┐
                    │ Forms of Disciplines │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
        │                     │                     │
┌───────────────┐    ┌──────────────────┐   ┌──────────────────────┐
│ Self –Imposed │    │ Externally Imposed│   │ Hybrid type discipline│
│  Discipline   │    │    discipline     │   │                      │
└───────────────┘    └──────────────────┘   └──────────────────────┘
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- **Self-Imposed Discipline**

This is attained when a person accepts and complies with the rules on his or her own without external pressure. A self-disciplined person is one who imposes conformity to rules on him or herself, either because he or she delights in them or sees merit in the rules themselves. In this form of discipline, there is no coercion (force). Each person carries out the rules and regulations willingly.

Self-Discipline is most desirable in school because:

- It encourages autonomy in the individual which is thought to be desirable as an educational goal.
- It is more efficient in the achievement of learning. Learning is not imposed on the individual in this case, because the learner is willing to learn on his or her own. Because of the willingness to learn on his or her own, he or she is likely to excel as there is no external pressure. The learner actually does what she or he feels like doing.
- It develops and reflects a valuable state of mind; a characteristic of an educated person. This means that a self-disciplined person will actually be an educated person, because it is generally believed that educated people are disciplined people (Hamm 2004:109; Lilemba 2002:148-150).

Externally-Imposed discipline

In this form of discipline, the learner is given rules and regulations to follow. It is when someone else, a teacher or parent, manipulates an individual to submit to rules, not of his own choosing, but by playing on his own fears and desires. In order for the discipline to be implemented, rewards and sanctions are presented as motivation for learning. In cases where there is resistance, punishment may be used for the learner to comply with the rules and regulations in place (Lilemba 2008; 148-150; Hamm 2004:148-150).

Hybrid type of discipline

After observing desirable attributes in a personality, a learner may decide to follow that person's example. The learner may follow the example of a teacher or another disciplined role model. In this form of discipline, discipline is not imposed on the learners directly. They decide to behave or perform in a manner which is demonstrated by the role model. The learner imposes the rules of behaviour and performances that he or she sees represented on him or her. In the school system, externally induced discipline is very common and appropriate. At the end of the school years, one expects the learners to have developed internally induced discipline, which is discipline which comes from within (Lilemba 2002:148-150; Hamm 2004:110).

2.5.2. Strategies that can be considered to improve school discipline

In order to improve discipline in schools, the following strategies will possibly assist the teachers to alleviate the problem of learner discipline in the school and classroom situation.

2.5.2.1. Strategies for preventing discipline problems

Problems related to learners' behaviour always occur and have to be addressed. Whenever possible, disciplinary problems should be prevented before they occur. Preventive strategies involve both person-centred and environment-centred approaches.

- *Person-centred approaches*, include developing conflict management, problem-solving, communication, assertiveness and other relevant life-skills for both the teacher and learners.

- *Environment-centred approach:* involves developing learning environments where positive interpersonal relations based on mutual respect are possible. A culture of fairness is more easily developed in a democratic classroom culture in which learners are guided to take responsibility for their own behaviour (Donald *et al.,* 2010:145). Mushaandja (2002:146-148) and Donald *et al.,* (2010:146) suggest the following practical ways of preventing discipline problems.

- *Begin class on time*: requires learners to be in their seats at the ring of the bell and they should stop talking.

- *Set up procedures for beginning your class:* establish a routine or activity that will occupy learners for the first few minutes (e.g. four to five minutes),

- *Set up procedures for dismissing the class:* require learners to be quietly seated in their seats to prevent them from rushing out when they leave.

- *Make transitions between activities quickly and orderly:* give clear instructions on what learners should do and how they should do it. That is learners must know exactly what they are expected to do, when and how.

- *Stop misbehaviour immediately:* direct nonverbal and verbal cues to the offender(s). Inform and remind learners of procedures and rules in a clear, assertive and unpleasant manner.

- *Use verbal reprimands with care:* reprimand learners privately. Avoid public ridicule, sarcasm, and shouting at learners.

- *Always set a good example:* be exemplary to your learners and be a good role model.

- *Plan well:* Plan classroom lessons, activities, and routines thoroughly with clear cut objectives. This should be done well in advance to avoid unnecessary confusion, delays and class disruptions.

- *Be helpful, not hurtful:* encourage the display of good behaviour by your learners and guide them towards self-discipline.

- *Be firm and consistent:* give learners a warning when they have transgressed and follow through with consequences of breaking rules. Do not compromise on rules that have been broken. Apply consequences across the board without concessions.

- *Be flexible in teaching, so that you meet different needs.*

- *Be sensitive to classroom dynamics, and manage them appropriately*

- *Work with the family where possible (e.g. ask family members to reinforce positive behaviour).*

- *Focus on all learners across all settings school-wide, classroom, non-classroom/ non-instructional settings.*

- *Establish efficient and rapid responses to problem behaviour.*

- *Remove antecedent or preceding factors that prompt, trigger, or accelerate problem behaviour in learners.*

- *Remove consequences or following factors that maintain and strengthen occurrences of problem behaviour.*

- *Teach social skills and adopt intervention strategies that are more effective, efficient and relevant.*

- One concrete way of preventing discipline problems is developing a collective code of conduct. The essence of using a collective code of conduct as a preventative strategy is that everyone has ownership of the rules.

- If everyone affected has been involved in drawing them up, everyone will be involved in seeing that they are maintained. This is a much more effective way of preventing misbehaviour than imposing rules from the top" (Nthebe 2006:54; Donald *et al.,* 2010:146)

2.5.2.2. School-Wide Positive behavioural intervention and support strategies.
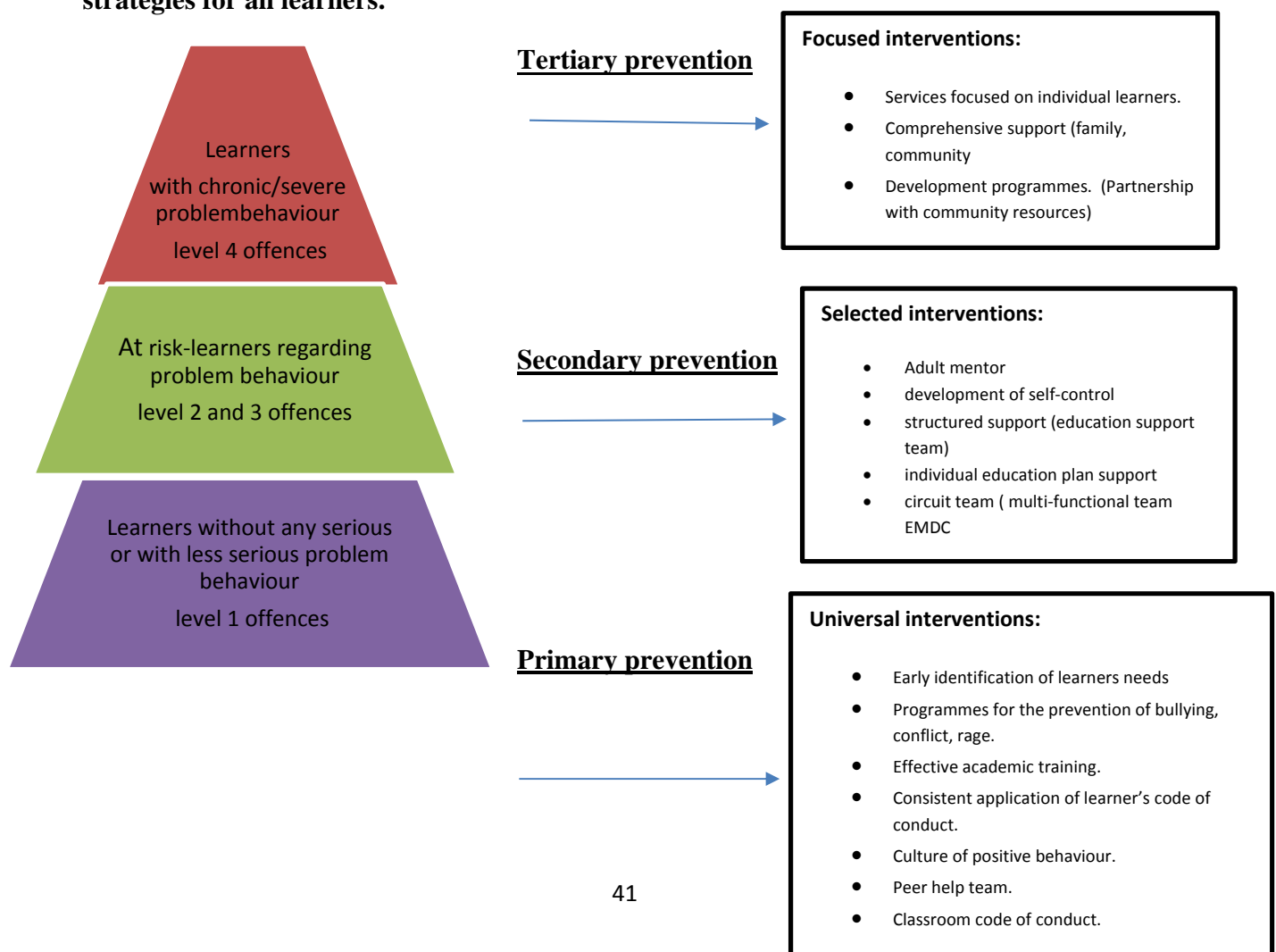
According to Woolfolk (2007:223) positive behavioural support strategies are interventions designed to replace problem behaviours with new actions that serve the same purpose for the learner. Donald *et al.,* (2010) state that positive behavioural interventions and support strategies focus on improving desirable behaviours instead of punishing undesirable behaviours. They also emphasized the importance of making positive changes in the learners' environment in order to improve the learners' behaviour. Such changes may entail the use of positive reinforcement, modelling, supportive teacher-learner relations, family support and assistance from a variety of educational and mental health specialists.

Nthebe (2006:51) sates that, the whole school approach to school discipline moves from the premise that identifies the causes of misbehaviour and focuses on addressing them and essentially advocate dealing with existing discipline problems while engendering on an atmosphere of prevention. In this regard, Centre on Positive Behavioural Interventions and Support (2004:10) advocates a preventive and positive approach to managing existing discipline problems to one that is reactive and eversible, where schools must:

- Work for and with all learners since every child entering the school needs behaviour support.
- Integrate academic and behavioural success for all learners.
- Build a school environment where team building and problem solving skills are expected, taught and reinforced.
- Expand the use of effective practices and systems to district, regional and state levels.
- Emphasize prevention in establishing and maintaining a safe and supportive school climate.
- Increase collaboration among multiple community support systems (education, juvenile justice, community mental health, family and medical systems). The school-wide positive behavioural support approach gives priority to the establishment of systems that support the adoption and durable implementation of evidence based practices and procedures and focuses on the interactive and self-checking process of organisational correction and improvement around four key elements namely; Centre on Positive Behavioural Interventions and Supports (2004:10) and Nthebe (2006:53).

- Outcomes: academic and behaviour targets that are endorsed and emphasized by learners, families and teachers.

- Practices: interventions and strategies that are evidence based.

- Data: information that is used to identify status, need for change and effects of interventions.

- Systems: support that is needed to enable the accurate and durable implementation of the practices of the approach. It is clear therefore that a school-wide positive behaviour support approach provides a continuum of support for al learners, which entails primary prevention, secondary and tertiary prevention. (see figure 2.4 below)

Figure 2.4. A continuum of school-wide positive behaviour intervention and support strategies for all learners.

Tertiary prevention

Focused interventions:
- Services focused on individual learners.
- Comprehensive support (family, community
- Development programmes. (Partnership with community resources)

Learners with chronic/severe problembehaviour level 4 offences

Secondary prevention

Selected interventions:
- Adult mentor
- development of self-control
- structured support (education support team)
- individual education plan support
- circuit team (multi-functional team EMDC

At risk-learners regarding problem behaviour level 2 and 3 offences

Primary prevention

Universal interventions:
- Early identification of learners needs
- Programmes for the prevention of bullying, conflict, rage.
- Effective academic training.
- Consistent application of learner's code of conduct.
- Culture of positive behaviour.
- Peer help team.
- Classroom code of conduct.

Learners without any serious or with less serious problem behaviour level 1 offences

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Source: Adapted from Nthebe (2006:54)

As illustrated in figure 2.4 above primary prevention focuses on Nthebe (2006:54) and Centre on positive behavioural interventions and supports (2004:18)

- Preventing the development of new cases of problem behaviour by focusing on all learners and staff (teachers) across all settings (school-wide, classroom and non-classroom/non-instructional settings).

- Secondary prevention focuses on reducing the number of existing cases of problem behaviour by establishing efficient and rapid responses to problem behaviour.

- Prevention focuses on reducing the intensity and complexity of existing cases of problem behaviour that are resistant to primary and secondary prevention efforts (Western Cape Education Department 2007). This approach therefore focuses on Nthebe (2006:55).

- Removing antecedent or preceding factors that prompt, trigger or access problem behaviour in learners and undesirable intervention practices.

- Removing consequences or following factors that entitle and prevent occurrences of appropriate behaviours and use of desirable intervention practice.

- Teaching social skills and adopting intervention strategies that are more effective, efficient, and relevant than problem behaviours and undesirable intervention practices.

- Arranging environments so that opportunities are maximised to teach and practice appropriate behaviour and desirable intervention practices.

- Adding consequences or following factors that maintain and strengthen occurrences of problem behaviours and desirable intervention practices.

- Removing consequences or following factors that maintain and strengthen occurrences of problem behaviour and undesirable intervention practices.

- Adding antecedent or preceding factors that prompt, trigger or appropriate behaviour and desirable intervention practices. Nthebe(2006:55) and the Centre on positive behavioural interventions and supports (2004:26) stress that the effectiveness of the implementation of

the school-wide positive behaviour support is related to the extent that a common vision and a set of principles are used to guide decision –making and implementation efforts and that the goals and capacity building elements of this approach are founded on five major constructs or foundational concepts:

a. Prevention, which refers to organising learning and teaching environments to prevent the:

(1) Development of new problem behaviours.

(2) Worsening of existing problem behaviours.

(3) Triggering of problem behaviour.

Prevention is characterised by an emphasis on directly teaching, actively monitoring and positively reinforcing pro-social or adapted behaviours.

b. Whole school, which refers to addressing the behavioural support needs of all members (for example, learners, staff, family members, classified staff) and all settings of a school community.

c. Evidence based practices, which refer to interventions, strategies and techniques that have evidence of their effectiveness, efficiency, relevance and durability.

d. Teaming, which refers to working as a cohesive, integrated and representative collection of individuals who lead the systems change and implementation process.

e. Evaluation, which refers to the regulator and systematic self-assessment of strengths and needs, and the continuous self-improvement action planning process.

Implementing this approach as a discipline management approach requires a school to (Nthebe 2006:56):

- Establish a visible, effective, efficient and functional leadership team made up of the school principal, teachers, support staff, parents and learners, which will ensure that whatever resolution/s and action courses are taken will enjoy the full support of stakeholders and will also ensure the ease of articulating the vision for the process.
- Select evidence-based practice to achieve specific outcomes. This is after self-assessment and essentially entails action planning based on evidence-based data and decision making

regarding priorities for action and should be coupled with providing support for accurate and sustained adoption and implementation of practices

- Review existing information or data. This step is a self-assessment of the current school discipline system. Activities involved include analysing, describing and prioritising discipline issues within the context of school-wide discipline needs and should be followed by specifying measureable outcomes that are related directly to discipline issues and context.

- Monitor practice implementation and progress towards outcome. This is important in so far as it determining whether there is progress towards the desired end, especially because implementing measures to create a school-wide positive discipline behaviour, support system as a long-term process and because of that, sloppy monitoring may result in the failure to achieve the desired discipline outcomes.

- Modify practice implementation based on analysis of progress data. This entails applying corrective action whenever necessary. It also means looking at whether measures adopted for action achieve the intended results and if not, going back to the team for assessment. The positive behaviour support approach to school discipline exposed above is essentially a whole school approach to school discipline and seems appropriate to address the whole school discipline status. This approach provides opportunities to accommodate existing discipline problems as well as potential problems based on evidence of discipline incidents. This is made possible by the evidence-based self-assessment as well as the modification of the implementation practice which is an ongoing process in itself.

2.5.2.3 STRATEGIES FOR DEVELOPING A HEALTH PROMOTING SCHOOL

Donald *et al.,* (2010: 107-108) state that health promotion strategies combine both person-centred and environment- centred interventions to foster health and well-being of learners. In a school, for example teachers need to develop individual learner competence (person-centred intervention) and develop healthy environments (environmental centred intervention). They further state that the health –promoting school aims at achieving health life styles for the entire school population by developing supportive environments, conducive to the promotion of health. It offers opportunities for, and requires commitments to the provision of a safe and health-enhancing social and physical

environment. In order to relate the five strategies of the Ottawa charter (WHO 1986) specifically to schools, teachers must:

1. Build school policies that support well-being of learners.

This means building school policies that explicitly incorporate health-promoting principles for example, the policy might include broad principles of equity in terms of race, gender, ability as well as more specific principles such as zero-tolerance for violence (Gray, Young & Barnekow 2006:11; Watt 2015:8)

2. Create supportive environments for teaching and learning

These encompass both the physical and psychological environments of the school. Thus, there should be adequate resources, safe buildings and grounds, and facilities for learners with specific needs such as wheelchair access. Basic health regulations should be met. The school should develop a style of management, including team work and constructive conflict management that encourages empowerment of all sectors in the school (Walt 2015:7; Gray *et al*., 2006:26).

3. Strengthen community participation in the school.

This means developing stronger links with parents and care givers and the local community. There should be a greater mutual participation in the life of the school and community (Petersen 2008; Watt 2015:7; Barnekow 2006).

4. Develop personal skills of members of the school.

This includes building the competence and confidence of learners, giving them life skills education and also developing of staff *(Gray et al., 2006:23; Jensen & Simovska 2005).*

5. Provide access to and co-ordinate support

Support services should provide curative and preventative help with identifying, understanding, and addressing barriers to learning. The support services from within the school (e.g. school support teams) and outside the school (e.g. district support team), need to coordinate and be made accessible to all who need them (Donald *et al.,* 2010:108; Gray *et al.,* 2006:56). A key strategy for health-promoting schools is to ensure that its organisation, the way decisions are made, the management structures and ethos are all democratically empowering and encourage genuine participation by pupils, staff and parents. The key elements include consultation of staff and learners and open communication. The task of a teacher is to enable and facilitate learners to help themselves rather than determine the process for them (Gray *et al.,* 2006:11; Dorris 2006).

2.5.2.4 School violence prevention strategies

According to Volokh and Snell (2015:1) school violence is a serious problem especially in public schools. Wolhuter *et al.,* (2007:251) state that each year numerous articles are published on interpersonal violence and vandalism in schools across the world. They further state that learners have the right to educational experiences in which they feel valued and respected, where teachers and peers clearly and actively support their development and learning and where they are free from fear, threats and harm. Wilson (2004:293) also state that schools should provide a safe environment for learners to develop academically, relationally, emotionally and behaviourally. Both violent incidents and threats of violence at school affect learners, teachers and the educational process negatively (Wolhuter *et al.,* 2007:251). According to Woolfolk (2007:433), even though violence in high schools is actually decreasing, interpersonal violence among youth is a concern for both parents and teachers. Hauwanga (2009:23) and Wolhuter *et al.,* (2007:257) state that researchers and practitioners have identified and assessed four different approaches to violence prevention:

- Zero-tolerance school policies have led to a punitive approach to learner behaviour, focusing on a limited number of reactive and punitive responses to problem behaviour, including office discipline referrals, in and out- of school suspension, and expulsion (Skiba, Rausch & Ritter 2005:217)
- School wide or universal interventions, attempt to create a school and classroom climate that promotes social and academic growth and a sense of community for all learners.

- The targeted intervention approach seeks to change the behaviour and school experiences for specific learners. Targeted interventions may provide special programmes, classes or schools for those who engage in specific acts of misconduct or those most at risk for engaging in antisocial and disruptive behaviour. Interventions aimed at individual learners or group of learners may also teach specific skills, such as conflict resolution strategies or social skills (Rausch, Skiba & Simmons 2005; Wolhuter *et al.,* 2007:257).

- Implementation of school security measures is another popular strategy in the effort to prevent violence. This group of interventions is designed to detect and deter potential perpetrators of school violence before they harm themselves or others. The use of metal detectors, school security officers and surveillance cameras are example of school security measures that have been introduced to prevent school violence. Astor, Bernbenisnty and Meyer (2004:40) mention the following strategies for violence prevention in schools.

- Learners and teachers in the school need to be empowered to deal with the problem.

- Schools should demonstrate a pro-active vision regarding the violence problem in their buildings.

- Lessons on security and violence prevention should be incorporated into the curriculum of the school. The curriculum should focus on social skills and on altering attitude and behaviour that leads to violence prevention.

- Workshops should be organised to educate and inform learners about their school's security plan.

- Early identification of potential trouble makers through learners' information.

- Information about school security plan should be shared in print form through newsletters and posters.

- Create compassionate, respectful classrooms.

- Disallow the use of drugs and alcohol in the school premises.

- Create an atmosphere where everyone feels accepted, loved and cared for.

- Respect the cultural heritage of all the learners while also maintaining high expectations for learning.

- Keeping learners engaged in productive learning activities at all times.

- Keeping track of and supervising several activities at the same time.

- Communicating to all learners that one is aware of everything that is happening in the classroom and school and that nothing is missed.
- Teach learners social and emotional self-reputation (Elias & Schwab 2006; Freiberg 2006; Woolfolk 2007). Maree (2005:30) pleads that the destructive chain, namely violence, fear →violence, hate and anxiety→retribution→more violence/developing more pathology" need to be broken.

2.5.2.5. School Strategies for Implementing Multi-Cultural Approaches.

Wolhuter *et al.,* (2007:172) state that as schools become more diverse, pressure is put on schools, teachers and learners to find new approaches to manage diversity in a way that meets the needs of all learners. They further state that teachers worldwide require approaches and strategies to assist them to create an educational environment which provides optimal learning conditions for all learners. In addition, schools, including teachers, learners, members of the government structure and parents, must undergo a change of heart before multicultural education can be successfully implemented.

Namibia is a multicultural society and therefore needs an education system which acknowledges the need to value diversity (Lemmer, Meier & Van Wyk 2006:8-9). We live in a democratic country where all cultural rights are enshrined in the constitution. We may, therefore, not discriminate against any culture, either local or foreign. Many Namibian Schools show a multicultural character, which makes teaching more challenging (Brunette 2009:133). While multi-cultural education offers a promising vehicle for reflecting cultural diversity in the curriculum, classroom and school practices, "It is easier to move a grave yard than to change the curriculum" (Wolhuter *et al*., 2007:172). If education is to respond creatively and effectively to learner diversity, the starting point should be the school as a whole.

- Schools must have programmes in place such as cultural festivals, youth movements, concerts, choirs, and plays where learners can practice their cultures and learn from each other and about other cultures.
- Schools must have school's policy and development plan to address the diversity and equal entailment of learners. The process of establishing such a policy needs to start with the

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senior management in consultation with the entire staff. The importance of such a process is that all role players need to be involved e.g. parents, teachers, support staff, representatives of the learners (SRC/LRC), as well as members of the local community. It is important that the school policy culminates in a school development plan. The purpose of such a plan is to focus the attention of teachers on the schools' strategies for managing diversity. The school development plan should include a formal statement of the aims and objectives of the school (Wolhuter *et al.,* 2007: 173-174).

- Schools must teach learners life skills from a multicultural perspective.

- Schools should promote inter cultural respect and interaction.

- Implementing a pluralistic curriculum which should reflect the multicultural reality of modern society.

- Implementation a class room climate which promotes intercultural and ethnically diverse communication conducive for effective learning.

- Textbooks should have cultural aspects of all cultures in a country. Teachers need to include cross-curricular themes and objectives in their school syllabuses in order to address issues of multicultural education, gender equality, character education etc.

- Teachers should also be trained to teach according to a multi-cultural approach. Assessment methods should also bear testimony to this approach (Brunette 2009:145)

- School reform should include the following aspects in order to implement multi-cultural education effectively, e.g. school policy, language policy, curriculum development, instructional and learning material, instructional methods, evaluation methods, school guidance programmes, in-service training programmes, parent and community involvement.

- Hemson (2006) argues that this diversity is multifaceted, encompassing racial, class, gender, religious, linguistic and other differences. Mda (2004:179) argues that some knowledge of African languages should also be included in all teacher training programmes. Thus according to Mda, it should be incumbent upon every teacher to have operational competences in at least one African language, and be able to distinguish between the Herero and Silozi languages even if the teacher does not speak them.

- This sentiment is supported by the manifesto on values, education and democracy (Doe in Wolhuter *et al*., 2007:183) in which it is stated "[A] 11 English [-] and Afrikaans [speaking]
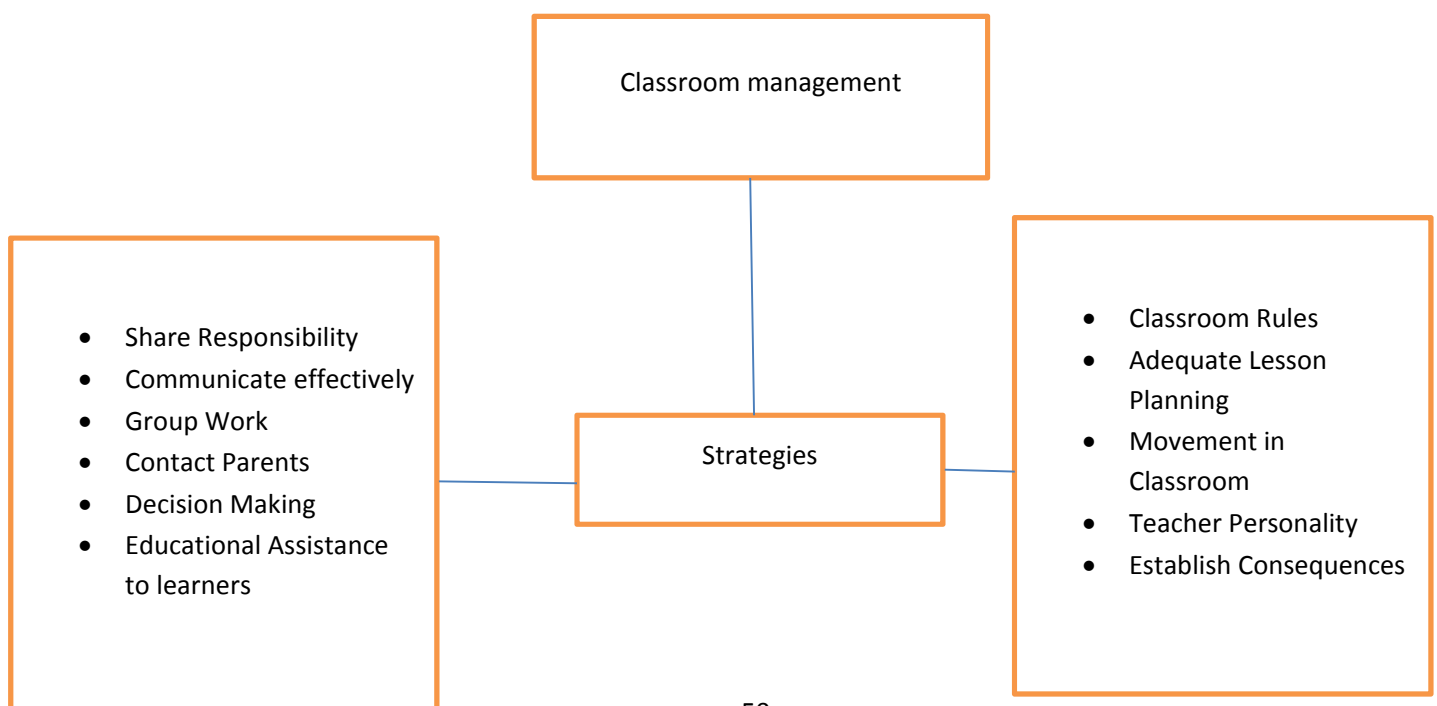
teachers will need to learn an Afrikaans language". Regardless of the composition of the school, images and pictures in corridors, halls and classrooms should reflect the diverse nature of a society. Failure to acknowledge the informal curriculum and accommodate diversity by any means will be detrimental to the building of a democratic society (Wolhuter *et al.,* 2007:177).

2.5.2.6. Classroom Management strategies by teachers.

The single most important aspect of teaching is classroom management; one cannot successfully teach learners if one is not in control. According to Foley (2015:1) many teachers have lost their jobs due to poor classroom management. He further states that effective teachers are passionate about educating their learners; they want to spend their time teaching, not dealing with classroom discipline.

Mushaandja (2002:139-140) and Mwamwenda (2008:277-278) both state that there are many strategies for effective classroom by teachers. Some of them are as indicated in figure 2.5. Below.

Figure 2.5. Classroom management strategies for teachers.

Classroom management

Strategies

- Share Responsibility
- Communicate effectively
- Group Work
- Contact Parents
- Decision Making
- Educational Assistance to learners

- Classroom Rules
- Adequate Lesson Planning
- Movement in Classroom
- Teacher Personality
- Establish Consequences

Source: Adapted from Mushaandja (2002:139)

Classroom Rules

Allow learners to help in developing classroom rules. If they participate in developing rules, they are likely to respect the rules rather than when those rules are made by the teacher alone. Classroom rules guide and limit the conduct of learners in the classroom, it is important that the rules are realistic, reasonable, well –defined, limited in number and clearly understood, so that they can be followed by every learner in the classroom. Avoid making too many rules because learners may find it difficult to remember all of them and therefore take them less seriously.

According to Brunette (2009:230), teachers should have a practical list of classroom rules on the back of the door, showing the following rules:

- Orderly and punctual entry into the classroom.
- No talking when the teacher talks.
- No mobile phones in the classroom.
- Work sensibly.
- No chewing gum.
- No wearing of unauthorized clothing.
- Exit orderly.
- Put hand up for attention.
- No unauthorised movements or making unacceptable noise.

Proper and adequate lesson planning

Quality instructional planning is very important. Sound planning for lessons by teachers will result in improvement in classroom management. Whatever is being taught, teachers should plan, prepare and present lessons in such a manner that they arouse and sustain learner's interest for the duration of the lesson. Teachers must make the lesson objectives clear so that learners can approach them in a purposeful way, with the aim of achieving certain goals. Anticipate (see what is likely to happen) learners' problems. An example is that teaching and learning aids used as illustrations are

essential. Teachers need to vary the methods of teaching in so doing, effective classroom management will be established.

Movement in the Classroom

When teaching a lesson it is advisable that the teacher moves from one section of the classroom to another. This helps them to keep physical closeness with the learners. In turn, it helps the learners to go on working on the task. However, teachers should avoid unnecessary movements which may distract the learners' concentration.

Teacher Personality

Teacher's personality matters a great deal in effective classroom management. A teacher should be realistic, presentable and a living example of what they teach the learners. Consider the following wise words:

- ✓ Children learn what they live and live what they learn.
- ✓ If a child lives with criticism he or she learns to condemn.
- ✓ If a child lives with hostility, he or she learns to fight.
- ✓ If a child lives with appreciation, he or she learns to be proud.
- ✓ If a child lives with fairness, he or she learns justice.
- ✓ If a child lives with affection, he or she learns to give affection.
- ✓ If a child lives with acceptance and friendship, he or she learns to love the world.

The teacher should show the learners a feeling of interest, enthusiasm, admiration, attitude of acceptance; considering the learners' points of view in dealing with matters in the classroom. Therefore teachers must be regarded as good role models.

Share Responsibility

Teachers should try to delegate same responsibilities to learners to carry them out on their behalf. Choose some learners to do some duties such as distributing books to others. Delegation encourages a good relationship between the teacher and his or her learners.

Group Work

Teachers should give learners opportunities to work together. This can be achieved by making use of the group work method in teaching activities. This encourages the learners to share ideas and feelings and helps to develop a sense of belonging and co-operation.

Contact Parents

When a leaner misbehaves frequently, the teacher should contact the parents. Most parents are willing to help solve leaners' disciplinary problems; therefore they can give the teacher the necessary support to minimise behavioural problems in the class.

Communicate effectively

There are too many teachers in Namibia who have communication challenges. A teacher should be able to communicate well, both orally and in writing. Communication can be described as a verbal and nonverbal transfer of a message from the communicator (teacher), to the receiver (learner) and the interpretation of the message (Mushaandja 2002:136). The main aim of communication is to inform, remind or bring about certain activities. The communicator (teacher) and the receiver (learner) of information must have a common clear message to achieve the aim of communication (Mushaandja 2002:34-35). Communication does not only mean that the teacher should be able to give clear instructions, but that they should also be approachable. Leaners should feel free to express themselves to the teacher when they have problems and need help. Teachers should frequently accept their ideas and feelings. Below are some means of communication that can be used by teachers:

- During lessons, give the learners opportunities to answer and ask questions.
- Find time during break time or any other free time to discuss with learners some of the class problems.
- Learners should participate in the formulation of class rules.
- Use a question box to collect learners' problems about the school.
- Use notices on the bulletin board to communicate with learners.
- Effective communication among teachers and leaners is essential for good discipline in schools. Information that is important to leaners should be communicated to them through SRC/LRC and or various committees (Mushaandja 2002:136)

Involving Learners in decision making

Masekoameng (2010:43) indicates ways for a classroom management system that incorporates learners in the decision –making process, which exert a positive impact on creating a democratic community within the classroom.

- Create a safe and positive environment that promotes participation from all learners without fear of mockery and negative criticism.
- Establish routine classroom meetings for learners to air their feelings, discuss classroom issues and learn how to solve problems in democratic settings.
- Invite learners to participate in their learning processes by making daily decisions.
- Guide and encourage learners to learn appropriate behaviour among themselves.
- Teachers should collaborate with all stake holders such as parents, teachers, learners and the community members, in daily decision making processes.
- Hold classroom discussions about wanted standards of behaviour for the learners in the classroom. Meaning that instead of teachers prescribing rules of conduct, the learners are given the opportunity to explore and determine how to create a positive community.

Establish Consequences for misbehaving

Good classroom management starts the first day of school. Once learners learn that there will be consequences for misbehaviour, they are more likely to behave themselves. Ensure that you have clearly stated rules and procedures with established consequences that are expected and reviewed regularly. All learners must know the rules, routines and expectations.

Foley (2015:3) indicates three steps to help teachers set up behavioural consequences:

- Determine what consequences will be effective with the learners. Ask oneself what learners don't want to happen; for example- adolescent learners hate staying after class, being moved from a seat they have chosen, or receiving the disapproval of their peers. Make these the consequences. The reverse is also true Find out what learners want to happen and make that a possibility. Classroom management does not have to be negative, Mwamwenda (2008; 277-278), Hauwanga (2009; 21).

- Tell learners that there will be consequences for misbehaviour. First, the teacher has to put their names on the board. Then tell them that how long they stay after class depends on how the rest of the hour goes. They now control their own destiny. If they behave, they will stay perhaps only a minute. If they continue to cause problems, they will stay longer. The learners should understand that if they become a "model citizen", one might even erase their names on the board.

- Follow through with consequences for misbehaviour. Leaners need to see that the teacher is serious and they will take them seriously. Classroom management, especially with elementary, junior and senior age learners, never ends. It is an ongoing process, but once the foundation is laid, it only takes occasional reminders to maintain.

Educational Assistance to learners

Teachers should guide learners towards judging their own behaviour. Teachers should ask questions that encourage learners to judge their own behaviour. They should stay focused and if necessary help the learners to accept ownership for their problems. Teachers should guide learners to create plans for improving future behaviour. Teachers should ask learners to formulate alternative ways of behaving the next time they are confronted with similar situations. They should build learners' commitment to their plans by giving them feedback and reinforcement. Leaners will feel more committed if teachers acknowledge the validity of their plans. Teachers should deal with the present and not the past. The purpose of a responsibility plan is to teach learners new behaviour for the future. Past mistakes should not be relived or thrown at leaners' faces. (Mtsweni 2008:111).

2.5.2.7. Strategies for working with difficult learners

The most important thing to keep in mind as teachers work with difficult learners is to always go with their style. Don't fight the behaviour that one does not like, because one will only intensify it. A good rule of thumb is "if you don't know what to do, do the unexpected". To focus the attention on the issue of difficult learners, Blog (2010) made a number of interesting remarks, one of which is the following:

"We have all had them, they come in different shapes and sizes and present a variety of group facilitation challenges, the difficult learners find the pain they are in before you tell them about the

pain they have caused". Blog (in Masekoameng 2010:44) places difficult leaners in the following three categories:

i.   the explorer (they want to learn),

ii.   the vacationer (they somehow take it easy), and

iii.   The prisoners (they want to be somewhere else).

Blog (2010) insists that "we should try to find the reasons why the difficult learner is bored, sleeping, introverted or dominant". Van Brunt and Ebberling (in Bart 2008: 1) outlined strategies teachers can use to respond to learners who are disruptive, lack motivation or expect special treatment (difficult learners):

- **Express empathy:** Avoid communication that implies a superior or inferior relationship between the teacher and learner. Respect the learner's freedom of choice and self-direction.

- **Develop discrepancy:** Change occurs when learners perceive a discrepancy between where they are and where they want to be. It may be necessary to develop such discrepancy by raising learner's awareness of the adverse personal consequences of their negative behaviour.

- **Avoid argumentation:** Arguing with learners typically only makes them more resistant. Instead, employ other strategies to help them see the consequences of their negative behaviour, and to begin devaluing the perceived positive aspects of their negative choices.

- **Roll with resistance:** Do not meet resistance head-on, but rather roll with the aim of shifting learner perceptions in the process. Solutions are usually evoked from the learners rather than provided by the teacher.

- **Support self-efficacy:** According to Bandura (1986), (1987), Bart (2008; 1) and Woolfolk (2007; 332) self –efficacy is the belief that one can perform a particular behaviour or accomplish a particular task. So the learners really need to be persuaded that it is possible for him or her to change their problematic behaviour. If they believe that they can change their behaviour, then they are more likely to move forward through the change process. According to Shaloway (2015:1) effective teachers discipline with encouragement and kind words much more often than rebuking or reprimanding. The goal is to help learners feel good about themselves and their behaviour in the classroom. Inevitably, though

misbehaviour happens, when it does, what to do when learners act up and personalities clash.

Shaloway (2015:1) identifies 25 sure fire strategies for handling difficult leaners:

- **Take a deep breath and try to remain calm:** It's natural to be overcome with frustration, resentment and anger. But when you are, you become less rational, and your agitation becomes contagious.
- **Try to set a positive tone and model an appropriate response, even if it means you must take a few moments to compose yourself.** Acknowledge that you need time to think, time to respond. This is upsetting me, too, but I need a few minutes to think before we talk about it.
- **Make sure learners understand that it's their misbehaviour you dislike, not them.** "I like you, Jason. Right now, your behaviour is unacceptable"
- **Give the misbehaving learner a chance to respond** positively by explaining not only what he or she is doing wrong, but also what he or she can do to correct it.
- **Never resort to blame or ridicule.**
- **Avoid win-lose conflicts. Emphasise problem solving instead of punishment.**
- **Insist that learners accept responsibility for their behaviour.**
- **Try to remain courteous in the face of hostility or anger.** Showing learners that you care about them and their problems will help you earn their respect and establish rapport.
- **Treat all learners respectfully and politely.** Be consistent in what you let them say and do. Be careful not to favour certain learners.
- **Be an attentive listener.** Encourage learners to talk out feelings and concerns and help them clarify their comments by restoring them.

- **Model the behaviour you expect from your learners.** Are you as considerate of your learner's feelings as you want them to be of others? Are you as organised and on-task as you tell them to be? Are your classroom rules clear and easy for them to follow?

- **Specifically describe misbehaviour and help learners understand the consequences of misbehaviour. Very young learners may even need your expiations modelled or acted out.**

- **Be aware of culture differences.** For example a learner who stares at the floor while you speak to him or her would be viewed as defiant in some cultures and respectful in others.

- **Discourage cliques and other antisocial behaviour**. After cooperative activities, encourage group identity.

- **Teach learners personal and social skills**: Communicating, listening, helping, and sharing.

- **Teach learner academic survival skills, such as paying attention**, following directions, asking for help when they ready need it, and volunteering to answer.

- **Avoid labelling learners as " good, bad":** Instead describe their behaviour as "positive" "acceptable " "disruptive" or "unacceptable"

- **Focus on recognising and rewarding acceptable behaviour**: More than punishing misbehaviour.

- **Ignore or minimise minor problems, Instead of disrupting the class**. A glance, a directed question, or your proximity may be enough to stop misbehaviour.

- **Where reprimands are necessary, state them quickly and without disrupting the class.**

- **When it is necessary to speak to a learner about his or her behaviour, try to speak in privacy,** this is especially true of adolescents who must "perform" for their peers. Public reprimanded lectures often trigger exaggerated, face-saving performances when personalities clashes. Sometimes, despite teachers' best intentions, they find themselves actively disliking one of the learners in their charge. The learner may be rude, disrespectful, disruptive, obnoxious, or otherwise annoying. It is just human nature; some personalities clash. But instead of feeling guilty about their feelings, teachers can take positive steps towards improving them, says school psychologist and teacher Shelley Crapes (Shalaway (2015:1). Here are some of her suggestions;

- **Try to understand where the behaviour is coming from**: Is the learner distressed by a death, divorce, new baby, learning disability, or some other over whelming experience? Speaking to the learner's parents or guardian may shed light on underlying causes and help you develop sympathy through understanding.

- **Help yourself manage negative feelings by reflecting on a past situation in your life where a similar conflict occurred**. Discuss the situation with a friend or by writing your thoughts in a journal. Making and understanding these connections can help you let go of some of your current hostility resentment.

- **Use positive strategies when dealing with the learner**. One such strategy is addressing specific behaviour with precise language that describes what needs to be done. In addition, try to seat the learners near you or a helpful learner, praise the learner sincerely, and give the learner choices to promote self-worth and feelings of control. Be firm and consistent about your rules, and express displeasure with the learner's behaviour without criticizing the learner.

- **Set a goal**. If the situation between you and the learner has not improved after two or three months of your best effort, it may be time to recommend professional or psychological or educational testing. Some problems are very complex and beyond your control.

Van Brunt and Ebberling (in: Bart 2008:1) add the following two guidelines for working with difficult learners.

- **Set rules for classroom behaviour early**: When discussing in class, and discussed as part of the syllabus, these rules provide a basis of future confrontation with the learners. Allow learners to develop a set of class room standards, and good manners.

- **Work as a team**: Don't feel you have to do it alone when it comes to working with difficult learners. You can refer at-risk learners to counselling services or you can get assistance on how to best approach a situation. Brunette (2002: 221-222) and Brunette (2009:231) state that there are effective strategies that can be used by the teachers to deal with difficult learners.

- Reasoning with the learner(s) outside the classroom setting.

- Reasoning with the learner(s) in the classroom setting.

- Calling in the parents to discuss the misbehaviour and appropriate punishment.

- Keeping the learner in the classroom (detention).

- Sending the learner directly to the principal, deputy principal or other senior teachers.

- Asking the learners to withdraw temporarily from the room or class.

- Removing privileges.

- Deliberately ignoring minor disruptive or infringements.

2.5.2.8. Parental Involvement Strategies

Wolhuter *et al*., (2007:187) state that most governments throughout the world have acknowledged that parents have a right to be involved in the education of their children and that this is closely related to effective schooling or education. According to Haihambo and Hengari (2004:55-56) it seems to be obvious for most schools in Namibia that parental involvement is limited and that where a partnership exists it is dominated by the school. They further state that it is important that schools involve parents by taking the various cultures into consideration to strengthen home based partnerships.

Epstein (2004), People for education (2006), and Wolhuter *et al.,* (2007) indicate and briefly described the 6 key strategies for engaging parents in their children's education as follows:

Parenting:

Schools should assist families with parenting and child rearing skills, family support, understanding learners and adolescent development and establishing home considerations to support learning at each stage and grade level. Schools should build the confidence and capacity of parents by providing access to becoming aware of issues facing their children, and how they might recognise and deal with those issues (e.g. bullying) until learners come with an instruction manual. Schools and community organisations may provide training and information to help families understand their children's development and help them establish home environments to support children as learners, assist families with health nutrition and other services. In this regard, teachers need to be reminded that good, enthusiastic parenting can be found amongst mothers of all social classes and ethnic backgrounds, and where it is not found it can probably be taught (Wolhuter *et al*., 2007:199; Corbet & Wilson 2008).

Communication

Schools should establish an informative two-way dialogue between home and schools to build a sense of school community and exchange information about upcoming events in the school or in a child's life. Enable parents and teachers to monitor a learner's progress and reinforce key messages. This is the most important method for engaging parents as all other types of involvement depend on a foundation of good communication at secondary level (Rogers 2007; Quimette, Feldman & Tung 2006; Hoffman 2008).

Volunteering

Schools should encourage parents to get involved with volunteering in their child's school by inviting them to read to the class, be guest speakers, help with testing and classroom monitoring needs and working with learners to help plan events for fund raisers, field days and curriculum related events. Schools can encourage participation by creating a flexible schedule and by matching the talents and interests of parents to the needs of the learners, teachers and administrators. Increase the capacity of the school to support learner education by encouraging parents and members of the community to volunteer in a variety of activities of their choice (Marschall 2006; Brown & Beckel 2007).

Learning and helping at Home

Family members help their children with homework, assignments and other school related activities. Schools and community organisations may provide information and ideas to families about how to help learners at home. Schools may provide information for families on skills required for learners in all subjects at each grade. Schools should provide information for families on homework policies and how to monitor and discus school work at home. Schools may encourage family participation in setting learners' goals each year and in planning for college or work (Bird 2006; Sheldon & Epstein 2005).

Decision Making

Schools should involve all parents and care givers in decisions effecting their own children through school councils, committees and regional school councils. Schools and community

groups can support parents' involvement in decision making by providing training and information to help them participate effectively. This includes decisions which are taken at classroom as well as at school level (Wolhuter *et al.*, 2007).

Collaborating with the Community

Schools should coordinate the work and resources of the community, business, colleges or universities and other groups to strengthen school programmes, family practices and learner learning and development of their children. Schools should encourage parents to attend activities at the school to demonstrate an active interest in the activities of the school to their children, which reinforces the importance of the schools and learning to their children. Schools can help to link families with support services offered by other agencies, such as health care, cultural events, tutoring services and after school child care programmes. They also can help families, learners and community groups to provide services to the community, (Chrispeels *et al.*, 2007; Clark & Dorris 2008; and the US Department of Education 2008). Epstein (2004) and Wolhuter *et al.,* (2007:200) argue that programmes which successfully implement parent involvement will look different in each site as individual schools tailor their practices to meet the specific needs of the learners and their families. Therefore with clear policies and strong support from the education departments, an action team comprising parents and teachers is necessary. The action team should assess the present practices of parent involvement, and organise, coordinate and evaluate activities on an ongoing basis. The Virginia Department of Education (2010: 2-8) mentions the following as strategies for increasing parental and family involvement in schools:

- Host events and activities that bring parents and families into the school.
- Communicate with parents frequently using a variety of methods.
- Create a warm, respectful, and welcoming school environment.
- Be flexible in accommodating parents and families.
- Provide a variety of resources for parents.

- Support parents in helping their children at home.

Agronick, Clark, O'Donnell and Steuve (2009:6) also mention multiple parent involvement strategies, such as:

- Establish and support school-based parent organisations (Buffalo Public Schools 2008)
- Create a data base of parent and community volunteers, noting their talents and interests (Worcester Public Schools 2004).
- Provide parent workshops on creating a home environment conducive to learning (Nashua Board of Education, www.nashua.edu/district).
- Develop written and online guides to help families understand their rights and responsibilities (Worcester Public Schools 2004).
- Make school facilities available to families and the community (Connecticut state board of education 2003).
- Provide professional development to build staff capacity to work with families (Connecticut state board education 2003; New York State education department 2007).
- Maintain regularly updated communication channels with information for families.
- Hire parent facilitators (Buffalo Public Schools 2008).
- Provide academic assistance to parents or learners and other community members through parent centers (Buffalo Public Schools 2008).

Haihambo and Hengari (2004) Indicate that schools can also consider some of the following strategies.

- Develop good communication and interpersonal relationships with parents.
- Establish two-way communications with parents. Written notes might work with certain communities, while radio messages work best for others.
- Encourage parents to help learners with homework using empowering actions.
- Recognize the diversity in family cultures, values, background, race, class and level of education and plan activities that involve parents around these issues (Brown 2003).

- Building mutually supportive working relationships between parents and schools that can learn from each other. Currently in Namibia, parent-school meetings are for teachers to give information, leaving parents as passive listeners. They are rare opportunities for sharing knowledge and skills.

2.5.2.9. Conflict management Strategies

In any school community, there is the potential for conflict. Learners may misunderstand each other; teachers may disagree on resource allocation. Parents may deviate on how the school should be. Emotions can run high on a variety of issues. The potential for conflict exists because people have different needs, views and values (Bowen 2015:1). According to Van der Westhuizen (2010:302) the methods used to manage all forms of tension, including severe conflict, between teachers and learners or learners to learners is of the utmost importance for the effective functioning of any school. For this reason, it is important that the contemporary leader as well as teachers be thoroughly trained in the effective resolution of conflict, otherwise it is not possible for him or her to do justice to the key role which he or she fills.

Conflict management is one of the key strategies used to address violence, but it is also a core life skill for both teachers and learners, which can be used to deal with discipline challenges in the classroom. The challenge for schools as for the wider communities, is finding ways of managing conflict constructively so that those involved can learn and grow from the experience. Interpersonal conflict is the most common and visible type of conflict in a school and other organisations where people are involved (Van der Westhuizen 2010:305).

It must be bore in mind that, teachers' own feelings about interpersonal conflict, and how they usually respond, will inevitably effect conflict management in the classroom. According to Van der Westhuizen (2010:645) whether conflict will have a positive or negative effect on the school's organisational climate, will depend on the manner in which the school principal and teachers handles it. Each school may develop a range of strategies for the effective prevention and management of conflict. These strategies could include training in conflict resolution skills and co-operative classroom processes and procedures for resolving grievances. Van der Westhuizen

(2010:319) states that the educational leader (teacher) will thus also have to apply totally different strategies of conflict management as stated below:

- When a conflict situation arises, the teacher should act immediately as the arbitrator and mediator, otherwise the work performance of the entire school is affected negatively.
- The teacher should handle the matter sensibly and tactfully.
- The teacher should be able to identify problem areas and resolve problems before they grow too big and become difficult, with which the school organisation cannot contend.
- Conflict should be identified and resolved as soon as possible to minimise the occurrence of this type of complication.
- Both parties should be brought to the point of a problem solving attitude, provide a learner in conflict time to cool off.
- By mediating between learners in conflict in private, instead of allowing them to go at each other in public with the peers acting as cheer leaders and whenever it is safe, giving learners in conflict opportunities to work out they differences on their own (Mostert, Mwoombola, February & Zimba 2004:314).
- Teachers should create a classroom learning environment in which learners work inter dependently and cooperatively together to attain academic goals. According to Donald *et al*., (2010:142) there are five characteristic ways for responding to conflict:
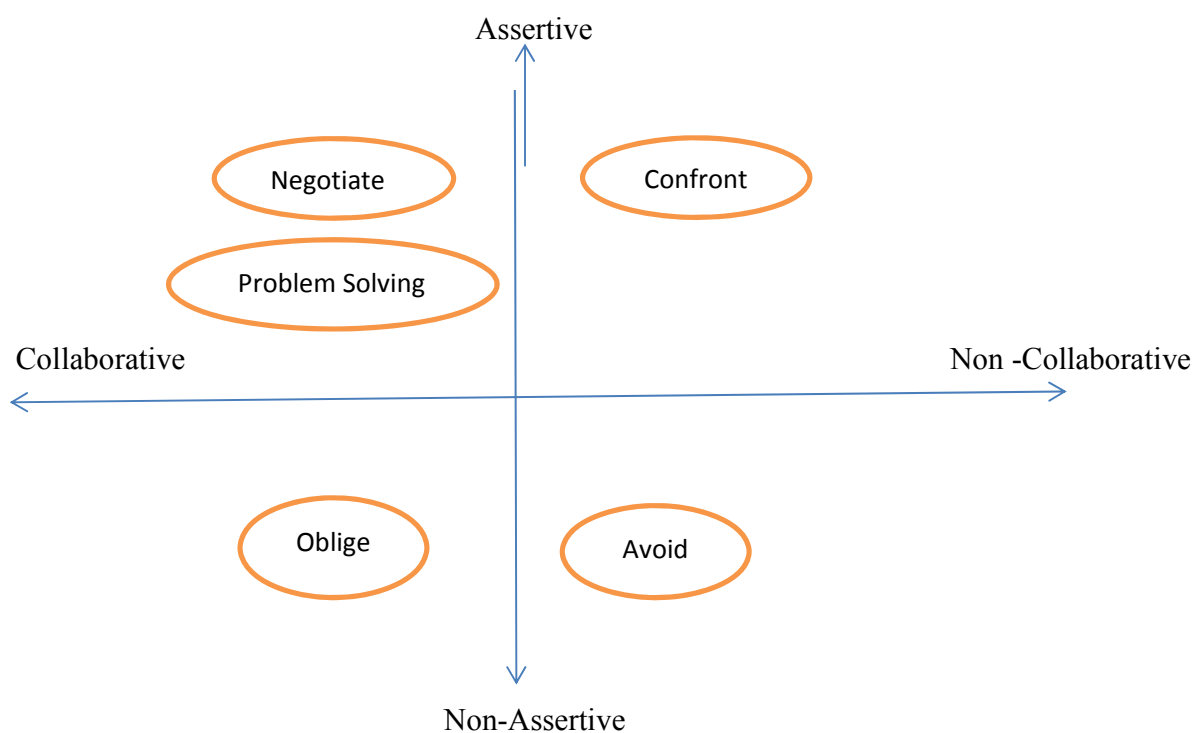
  1 Confront
  2 Avoid
  3 Oblige
  4 Negotiate
  5 Problem Solve

One way of understanding these is suggested in the model shown in Figure 2.6 below.

Figure 2.6. Same responses to conflict

Assertive

Negotiate

Confront

Problem Solving

Collaborative

Non -Collaborative

Oblige

Avoid

Non-Assertive

Source: Adapted from Donald et al., (2010: 143).

- These ways of responding emerge from two intersecting aspects of behaviour. The extent to which we are assertive or non-assertive, and the tendency either to be collaborative or non-collaborative.
- Someone who tends to be non-assertive and non-collaborative is likely to try to avoid conflict.

- Someone who tends to be assertive and collaborative is more likely to negotiate or solve the problem. Some approaches are more appropriate in some situations than in others. The challenge for the teacher is to recognise their own tendencies and to learn to respond more flexibly. According to this model, at least one should aim to develop their assertive and collaborative capacities.

2.5.2.10. Strategies for building a democratic Classroom

Teachers possess different philosophies and styles for their teaching. Some work from an authoritarian perspective, leveraging their power as the teacher to control learners' behaviour and dictate classroom participation. Others employ a more democratic approach, sharing power with learners and supporting them in managing their own behaviour. Research indicates that a democratic approach is more effective, both for classroom management and learner education.

It is important to note that the introduction of democracy in education in Namibia raised many questions, misunderstandings, conflicts of ideas to some extent open disagreements and debates among stake holders (Lilemba 2010:36). Lilemba (2010:42) stresses that, the majority of teachers in Namibia went through the apartheid system of education and therefore find the new learner-centred approach and other democratic practices quite challenging and difficult to understand. Lilemba (2010:10) further stress that, In Namibia, the new government in 1990 rushed in to introduce a democratic constitution amidst the forces of colonial and apartheid legacy which did not respect the wishes of the citizen in every sphere of life, education included. One of the first steps in establishing a relationship of equality and mutual respect is to create a democratic classroom constitution.

First: The teacher should ask learners to identify the characteristics of good teachers and good learners. Then, the class brainstorms the behaviour expectations, group them, and agree upon a set of four principles that would guide actions in the classroom. The classroom may agree:

- To behave in an appropriate way in the classroom in all periods.
- To respect others and their properties.

- To work on being inclusive.
- To resolve classroom conflicts peacefully.

Building a democratic classroom is perhaps the most fundamental environment centred strategy for preventing discipline problems. Donald *et al.*, (2010:146) state that, if the culture of the classroom environment encourages and expects learner participation in the decision-making processes, learners are usually much more willing to co-operate and commit themselves to decisions that affect the whole group. Principally, schools play a significant role in developing a democratic society. Because schools are instruments for socialisation, it is important that they reflect the values and kinds of behaviour that society expects. Donald *et al.*, (2010:146-147) further state that the classroom is a primary site in which this should happen. If the school's culture, as a whole, reflects democratic ideals and practices, then it is much easier to develop and build a democratic classroom. In essence, democracy is a system of management that gives people the opportunity to participate in making decisions about issues that affect their lives.

In participatory democracy, all members participate in decision-making processes. For example, in a classroom it is sometimes possible for all learners to participate. However, democracy does not mean that everyone must participate in all decisions, since this is not always possible or effective. In Namibian schools, learners' views on decisions affecting them are represented by structures such as learner representative councils. Classes often have class captains, monitors or prefects who act as representatives for the class. The following are practical strategies for promoting and building a democratic classroom:

- Model the skills involved in democratic leadership, and actively foster them in the learners.
- Foster mutual respect. Respects for others makes it possible to listen to one another and to take others people's contributions seriously.
- Ensure optimal participation of all members of the class. A culture of democracy cannot be establishment without participation. The way one relates to learners on a daily basis, and the way they relate to one another is critical for developing such a culture.
- Set clear rules and procedures for making decisions to ensure democratic practice. Some decisions will always be the teacher's primary responsibility, but many decisions on class

room life can be more flexible. The teacher needs to identify which decision should be taken by whom and how.

- Establish appropriate structures in the classroom so that groups of learners have certain responsibilities. These could include a class representative system, communities, or task groups (Donald *et al.*, 2010:147).

Masekoameng (2010:43) mentions the following as positive strategies for building a democratic classroom:

- Invite learners to participate in their learning process by making daily decisions.
- Establish routine classroom meetings for learners to air their feelings, discuss classroom issues and learn how to solve problems in a democratic setting.
- Hold classroom discussions about wanted standards of behaviour for the learners, which means that instead of teachers prescribing rules of conduct, the learners are given the appropriate time to explore and determine how to create a positive classroom. Partin (2005:13) urges teachers to consider having meetings where learners can openly discuss their views.

2.5.2.11. Motivation strategies in schools or classrooms

According to Manday (2008:2) all teachers face the challenges of motivating learners to learn and behave better. Mwamwenda (2008:231) states that the concern of teachers is to find ways and means of making learners attend and respond to learning tasks so that learning becomes a source of motivation. Mwamwenda (*ibid*) further states that motivation is also used to refer to external stimuli, either positive or aversive, used to make individuals engage in certain behaviour. Motivation is an energiser or driving inner force, a desire or an urge that causes individuals to engage in certain behaviour.

Motivation is usually defined as an internal state that arouses, directs, and maintains behaviour (Woolfolk 2007:372). According to Woolfolk (*ibid*) most teachers agree that motivating learners is one of the critical tasks of teaching. In order to learn, learning must be cognitively, emotionally, and behaviourally engaged in productive class activities. Woolfolk (*ibid*) affirms that most of us move back-and forth among different types of needs and may even be motivated by many different

needs. Until four basic conditions are met for every learner and in every classroom, no motivational strategies will succeed.

First, the classroom must be relatively organised and free from constant interruptions and disruptions.
*Second*, the teachers must be patient and supportive and never embarrasses learners for their mistakes. This is so because; everyone in the class should "see mistakes as opportunities for learning".
Third, the work must be challenging, but reasonable. If the work is too easy or too difficult, learners will have little motivation to learn and behave.
Fourth, finally, the learning tasks must be authentic, and what makes a task authentic is influenced by culture (Wool Folk 2007:404). Psychologists hold the views that not all learners are motivated to learn or behave which therefore makes it incumbent upon teachers to motivate them in learning activities (Mwamwenda 2008:231). Even when learners are motivated, their arousal lies on a continuum, ranging from low to medium and high. If we wish to create good thinkers, we need to understand academic motivation better and consider new ways of restructuring schooling to enhance rather than destroy academic motivation.

In view of the importance of Maslow (1968) theory of motivation, the researcher examined it further with regard to its application in a school and classroom setting as indicated in Figure 2.7. Below.

Figure 2.7. Motivation based on Maslow's hierarchy of needs in a school or classroom setting.

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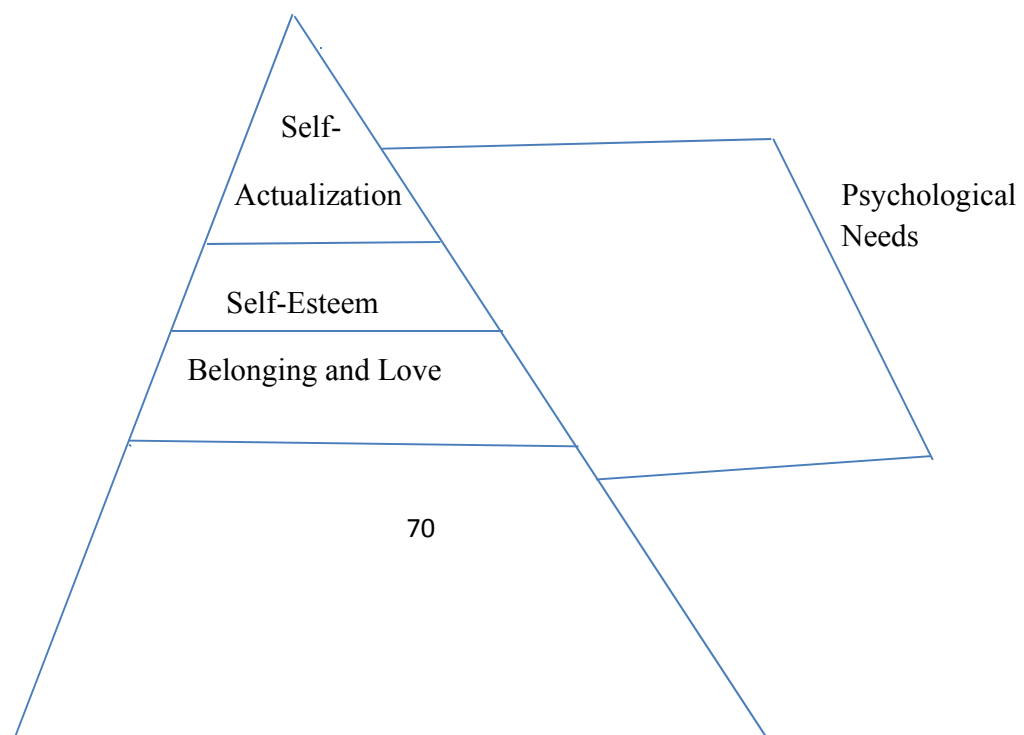
Safety Needs

Physiological Needs:

Food, Water, Shelter, Sex, Oxygen etc.

Source: Adapted from Mwamwenda (2008:240)

According to Maslow's theory of a hierarchy of needs, learners can be motivated by the fulfilment of their physiological and psychological needs. Physiological needs must be satisfied before psychological needs can be gratified.

Physiological needs

It is essential that learners receive adequate nutrition both at home and at school. Parents should be encouraged to ensure that their children bring a healthy lunch to school, or arrangements should be made for a nutritious meal to be supplied at school. In Namibia, the government through the Ministry of Education, Arts and Culture have a policy in place to see to it that all government schools and learners should be supplied with nutritious meals every day. This is so to motivate learners to attend school (The Namibian schools feeding programmes: A case study 2012:4; The Namibian School feeding programmes: A case study 2016:1).

The temperature in every classroom, and the library should be comfortable; there should also be good air circulation and adequate lighting. Learners with physical disabilities such as poor eye sight or impaired hearing should be given due attention by medical personnel, parents and teachers. Learners should be encouraged to dress appropriately for weather conditions. If a learner needs to visit the bathroom before recess, he or she should not be denied permission to do so; although learners should be encouraged to go to the toilet during recess. This is so to discourage indiscipline in classrooms (Mwamwenda 2008:241).

Psychological Needs

Safety needs

The fulfilment of learner's safety needs is important to their sense of security. Most learners are fearful of being bullied by their peers or by older learners of being chastised harshly by teachers, or of being subjected to humiliation and severely disciplined by teachers. The school should ensure that learners are protected against these security-threatening factors. It's also essential that teachers establish good relationships with learners (Mwamwenda 2008:241).

Love and Belonging

Teachers should make leaners feel that they are members of their class and they are proud to have them in their class. They (teachers) should learn their names and use them frequently. If a learner is absent, the teachers should send a message to the learner through one of his or her friends and welcome the learner back on his or her return. If the learner is sick for a while, the teacher should visit him or her or send a get well soon card. Teachers should also try to include as many learners as possible when asking questions in class (Mwamwenda 2008:242).

Self-Esteem Needs

Teachers should assist their learners to develop a positive self-concept by treating them as person's worth of human dignity. They should assign learners work that matches their intellectual ability, since work they can handle boosts their self-esteem. Learners who achieve success in class activities should be praised, and those who fail should be given assistance. Slow learners should be given individual assistance and be encouraged to feel that they are capable of achieving if they apply themselves.

Self –Actualisation

An objective of teachers is to enable their learners to develop their potential fully and to find fulfilment in life. Learners should be encouraged to pursue their vocation, whether it being a teachers or an agriculturist. Long before learners finish school and start working, they can either work on a school assignment or assist their parents at home. They should be made aware that life can be meaningful, exciting and enjoyable and that they have a great contribution to make in society (Mwamwenda 2008:242). Teacher's success in the classroom depends on how well they apply the principles of motivation in their teaching (Mwamwenda 2008:242-243). Motivation can

either be extrinsic or intrinsic; learners can be motivated by success and failure, as well as by achievement and competency needs. Therefore, teachers should see to it that in whatever they do, learners are able to experience some success, sense of achievement and levels of competence.

Teachers can motivate learners by using the following strategies in class by:

i. Maintaining a positive attitude towards themselves, their colleagues, their learners and their profession.

ii. Infuse(ing) relevance, authenticity, and choice in the curriculum and learning activities, to make learning more purposeful.

iii. Relating their lessons to learners, lives, and teachers can instil the value of academic content by relating topics of past experiences and life outside the school and involving learners in tasks that reflects civic or work-world responsibilities. A relevant curriculum relates content to the daily lives, concerns, experiences, and pertinent social issues of their learners. These issues and topics can then be incorporated into units, lesson plans, and further classroom discussions (Caskey & Anfara 2007:3).

iv. Make the learning authentic, Manday (2008:3) advocates for authentic instructional practices to engage learners and offer three criteria for authentic instructional practices; that is construction of knowledge, disciplined inquiry, and value beyond the school.

v. Making learning fun, many lessons can be taught through simulation or games.

vi. Arousing curiosity, pointing out puzzling discrepancies between learners, beliefs and the facts.

vii. Making use of novelty and familiarity. Don't over use a few teaching approaches or motivational strategies; variety is essential. Varying the goal structure of tasks can help, as using different teaching media. When the material being covered in class is abstract or unfamiliar to learners, try to connect it to something they know and understand.

viii. Furthermore, teachers' personal traits can serve as a source of motivation. Some of these characteristics are kindness, flexibility, impartiality, efficiency, patience, solicitude and consistency (Woolfolk 2007:405; Mwamwenda 2008:242). Research points to orientation of the learning environment as a critical factor for motivating and engaging learners in the classroom to improve their discipline (Fenzel & O, Brennon 2007; All-Mabuk, Gabriele, Groen & Galloway 2007; Manday 2008). Research shows

that when learners are actively engaged in learning, they are more likely to achieve good grades at higher levels. Teachers can facilitate learner engagement by fostering motivation with task oriented learning environments and teaching learners that building new knowledge requires effort (Manday 2008:4). People are said to be extremely motivated if what they do is in expectation of approval, praise, a reward, a certificate and much more

People who are intrinsically motivated engage in a given behaviour because they derive personal satisfaction from that behaviour or because it satisfies their curiosity or need for achievement or competencies. Further, it assists them in maintaining a state of equilibrium while extrinsic motivation is more commonly used in schools. The objective of teachers is to ensure that their learners become intrinsically motivated so that what they do in terms of teaching becomes a source of reinforcement instead of being dependent on external motivation (Mwamwenda 2008:242).

2.5.2.12. The Teacher-learner relationship in the management of discipline

Kaufman (2015:1) states that improving learner's relationships with teachers has important positive and long-lasting implications for learners' academic and social development. Krishnava and Anitha (2007: 154) indicate that the teachers should afford the learners their time and space by being available. This will enhance the learner-teacher relationship.

Partin (in Masekoameng 2010:46) urges teachers to consider having meetings where learners can openly discuss their views. Schools are more successful when learners experience a sense of ownership and belonging. Kaufman (201:1) further states that if a learner feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the learner is likely to become more trustful of that teacher, show more engagement in the academic content presented, display better classroom behaviour, and achieve at higher levels academically. In addition, he further states that those learners who have close positive and supportive relationships with their teachers will attain high levels of achievement than those learners with more conflict-based relationships. SC Heuerman and Hall (2008:223) are of the opinion that, for teachers to succeeded in establishing positive relationships with learners, they need to: praise the learners genuinely and frequently,

know the learners, set high, but reasonable and attainable expectations for learning and behaviour, spend time interacting with the learners, learn and use good listening skills, use humour whenever possible and celebrate learner's successes and achievements.

Further work describes that learners with more closeness and less conflict with teachers develop better social skills as they approach the middle school years than those with more conflictual relationships in kindergarten (Berry & O' Connar 2009). The researcher agrees with Kaufman (2015:1) where he says that teachers who foster positive relationships with their learners create a classroom environment more conducive to learning and meet learners' developmental, emotional and academic needs.

2.6. CONCLUSION

With references to the sources and materials used, different authors share the same sentiments and views with regard to the definitions of learner discipline, the importance of learner discipline, the consequences of lack of learner discipline (negative/positive), causes of disciplinary problems, ways of maintaining discipline in the school environment (types of discipline) and strategies to improve discipline in schools and classrooms.

It is, however, true that the teachers, as the initiator, the engineer, and the director of the teaching and learning situation has a major role to play. The researcher believes that if schools have disciplinary measures in place, the teachers as well as school principals will use it as a foundation on which to build their own perceptions. Therefore, teachers are also encouraged to make use of the above discussed strategies and implement them in their schools and classrooms in case they encounter some disruptive behaviours. All these strategies may not be suitable for all teachers in all circumstances; therefore one approach may work for a particular teacher, but may not work for the other. If a healthy relationship exists between parents, teachers and learners, then the school administrators will have a better opportunity to maintain order at school and classroom and therefore succeed.

However, the discussed ways of maintaining discipline in the school environment (types of discipline) are also not understood to stop disciplinary problems in schools and classrooms, but

are a way of maintaining order and to create an environment conducive to orderly teaching and learning. There should be no doubt about the important role that the parent-teacher –learner relationship plays in the maintenance of learner discipline in schools and classrooms. Therefore teachers cannot work alone in eliminating and overcoming ill-discipline behaviours in a school. Teachers should support school principals by ensuring that the learners observe the school rules and regulations and be held responsible for any misbehaviour. Teachers, learners as well as parents, as stakeholders, have to work hand in glove in order to eliminate all forms of indiscipline in schools and classrooms. It is clear that learners' discipline problems are not only a mere manifestations of unruly learners' behaviour, but a result of various causes, some of which are situated at home, school, with teachers and within learners themselves. It takes an effort from all school teachers, parents and learners to reduce ill-disciplined behaviours in schools and classrooms.

Teachers and parents should understand the causative factors of learner discipline in schools so that they can be in a position to offer appropriate assistance to those learners with behaviour problems. The next chapter will deal with the research methodology and design and how it was applied in this study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

Chapter 2 of this research provided a comprehensive literature review on teacher experiences on learner discipline. It becomes clear to the researcher that indeed learner discipline is a serious problem in senior secondary schools in Zambezi region, particularly in Sibbinda Circuit.

This chapter covers the research approach, the research methodology, population and sampling, instrumentation and data collection techniques, data analysis and interpretation, trustworthiness

and ethical considerations adhered to by the researcher. The data collection technique will be discussed later (Brink 2006:191; Berg 2007:551).

3.2. AIMS AND OBJECTIVES OF THE STUDY

A researcher has to clearly indicate what he intends achieving with a research project. As mentioned in Chapter 1 (CF section 1.3.2), the aims of this research study are:

i. To determine what are the experiences of teachers regarding learners' discipline at secondary schools of Sibbinda Circuit in Zambezi region.

ii. To determine what are the views of teachers regarding the importance of learners' discipline at schools and in the classroom environment.

iii. To determine what are teachers' experiences regarding the consequences of lack of learner discipline in senior secondary schools?

iv. To determine which strategies can be implemented by teachers to improve learners' discipline in senior secondary schools.

A detailed discussion of the research approach and methodology that were used in this research study is presented in the following sections.

3.3. RESEARCH APPROACH AND METHODOLOGY

Undertaking research requires a thorough and meticulous process. This implies that before actually conducting research, the researcher needs to create parameters within which the research project is to be conducted. This ensures that the research is orderly and follows a direction that will ensure that the process is focused in terms of the research inquiry. This is accomplished by outlining a clear research approach and methodology.

3.3.1. Research Approach (Qualitative Case Study)

Research approach refers to the research design as well as the research methods to be implemented by the researcher (White 2005:80). For the purpose of this study, the term research approach will be utilised as the equivalent to research design. According to Mtsweni (2008:55), a research approach is a detailed plan of how a research project will be undertaken. It provides the basis according to which the data are to be collected to investigate the research question.

Creswell (2009:233) supports and affirms that research approach is a plan and procedure for research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. It involves the intersection of philosophical assumptions, strategies of inquiry and specific methods. Maree (2011:70) also affirms that a research approach is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering techniques to be used and the data analysis to be done. The approach describes the procedures for conducting the study, including when, from whom, and under what conditions the data were obtained (White 2005:42; Hauwanga 2009:29; Lekganyane 2011:21). According to Leedy and Ormrod (2005:55) and Nthebe (2006:60), the research approach provides the overall structure for the procedures the research follows, the data collection and analysis-which simply means planning. This is always done with the central goal in mind of solving the research problem. In this regard, Denzin and Lincoln (2005:32) and Nthebe (2006:60) paint out that due to many factors that must be considered in planning the research, inter alia, time and costs, it is imperative for the researchers to consciously and purposely select and utilise those research methods that would permit better, convenient and successful attainment of specific research aims.

Hauwanga (2009:4) and Mtsweni (2008:4) define research approach in the whole-research process and the data collection techniques that are employed, together with steps that will be taken to analyse the data. In the opinion of Mtsweni (2008:55) the collection and analysis techniques that best suits the problem and is expected to provide the most reliable and valid data should be employed. The researcher should select the research approach after considering the aim of the research, the nature of the research question and the resources available to him or her (Mtsweni 2008:55). Babbie (2007:112) and Lekganyane (2011:21) affirm that a research approach involves a set of decisions regarding what topic to be studied, among what population, with what research methods and for what purpose. The purpose of a research approach is to provide the most valid

and accurate answers possible to the research questions. In this research study, the researcher used a qualitative research approach, because he wanted to obtain insights into the perceptions and views of teachers with regard to a safe school environment, characterised by sound discipline amongst the learners.

There are two broad approaches commonly used by researchers to collect data. These are qualitative and quantitative approaches. In this research study, a qualitative approach was used to investigate how learner discipline in senior secondary schools is currently experienced by teachers. The participants were directly involved in the educational context and were able to provide valid information which the researcher was able to use for the final suggestions and recommendations on the teachers' experiences in maintenance of learner discipline. In this investigation, the focus was, amongst others, on the meaning the teachers attach to their experiences of learner discipline.

3.3.2. Qualitative research Approach

To answer some research questions, we cannot skim across the surface, we must dig deep to get a complete understanding of the phenomenon we are studying (Leedy & Ormrod 2013:139). In qualitative research, we do indeed dig deep, we collect numerous forms of data and examine them from various angles to construct a rich and meaningful picture of a complex, multifaceted situation (Leedy & Ormrod 2010:135; Leedy & Ormrod 2013:139). In this research study, a qualitative research approach was used. This approach allowed teachers to express how they understand and experience the management of learner discipline at their senior secondary schools. Qualitative research is one of the approaches that researchers use when they want to expose information and knowledge and analyse data about the nature of reality or their world. This is a research method which investigates data which are in the form of words rather than numbers (Lekganyane 2011:4).

Qualitative research is described as a means of exploring and understanding the meaning individuals or groups ascribe to a social human problem (Creswell 2009:4). In pursuit of the aims

of this research study, a basic or generic qualitative research approach is regarded as the most appropriate as it seeks to understand a phenomenon, a process or the perspectives and world views of the people involved (Mestry & Khumalo 2012:100). This approach was preferred because it enabled the researcher to collect rich data on the perceptions and experience of senior secondary school teachers in managing learner discipline. This approach also suits the purpose of the study, which is to investigate the situation that prevails in the real world. Mtsweni (2008:56) states that a qualitative approach requires that the researcher interprets the real world from the perspective of the participants in his or her investigation. Hauwanga (2009:4) defines qualitative research as methodology dealing with data that are principally verbal. In this research study, the qualitative researcher used an open-ended questionnaire so that the teachers could share their views, perceptions and experiences on learner discipline.

According to Conrad and Warwick (as cited by Hauwanga 2009:30), qualitative method is concerned with the meanings (verbal) and the way people understand things and have a concern with patterns of behaviour. Qualitative research is, therefore, a study of things in their natural settings, the interpretation and understanding of phenomenon in terms of the meanings that people bring to them. Such research gets its data from document analysis and open-ended questionnaires and focuses on the meaning and interpretation of the participants' responses (Mtsweni 2008:8; Creswell 2009:175; Hauwanga 2009:30; Maree 2011:78). According to Maree (2011:78-79) and Mtsweni (2008; 56) qualitative research is based on a naturalistic approach that seeks to understand phenomena in context. The researcher does not attempt to manipulate the phenomenon of interest. In other words, research is carried out in real-life situations and not in an experimental situation. Creswell (2009:4) affirms that qualitative research is a means for exploring, investigating and understanding the meaning individuals or groups ascribe to a social or human problem.

According to Mtsweni (2008:56), the main purpose of qualitative research is to describe, interpret, verify and assess. In this study, the researcher collected the data in an attempt to understand the subject's experiences and insight on the phenomenon that is teachers' experience of learner discipline. He described topics, themes and categories that emanated from words and meanings that form the data and then reported the findings in a descriptive way. This is discussed in Chapter 4. Qualitative research uses many approaches that are quite different from one another. In this

regard Leedy and Ormrod (2005:133), Leedy and Ormrod (2010:135) and Nthebe (2006:61) state that all these approaches have two things in common, namely; they focus on phenomena which occurs in natural settings and they also involve studying these phenomenon in all their complexity. Mtsweni (2008:56) supports this view by stating that qualitative research is concerned with how the social world is interpreted, understood or produced. This is a naturalistic or interpretative enquiry undertaken within the habitat of the subjects so that meanings and intentions that underlie human actions are understood and interpreted in relation to their context. Mtsweni (2008:56) states further that, the issue of context is at the core of qualitative research. The researcher collects the data within the natural setting of the informants. He is concerned with understanding people's experiences in context.

The natural setting is where the researcher is likely to reveal what is known about the phenomenon of interest from the perspective of those studied. In this study, the context was the number of senior secondary schools and the informative participants were the teachers employed at these senior secondary schools. The settings and the people to be studied was anticipated, planned and carefully selected. Twelve teachers of three senior secondary schools in the Zambezi region of Namibia were involved in the completion of an open-ended questionnaire. Purposive sampling was used. Qualitative inquirers believe that it is impossible to develop a meaningful understanding of human experience without taking into account the inter play of both the inquirers' and participants' values and beliefs (Lekganyane 2011:4). This suggests that the researcher needs to experience what others are experiencing. McMillan and Schumacher (2010:326) and Lekganyane (2011:4) indicate that qualitative research requires a plan for choosing the site and the participants before the commencement of the data collection. Mtsweni (2008:8) states that qualitative approaches are useful when the researcher intends to have an understanding of a human phenomenon as well as to discover the meaning given to events that subjects experience. It involves a naturalistic enquiry that aims at understanding phenomena as they occur naturally (Marshall & Rossman 2006; Creswell 2007; Creswell 2009:175; McMillan & Schumacher 2010:321; Maree 2011:51).

Qualitative research, according to Gay and Airasion (2003:13) and Nthebe (2006:61), seeks to probe deeply into the research setting with an intention of obtaining a deep understanding about the way things are as well as how participants perceive them. This provides insights into what

people believe and feel about the way things are and as such allows researchers to maintain a physical presence in the research settings and involves texts of written words and the analysis of collected data. This study was concerned with an understanding of how teachers experience learner discipline in schools and classrooms in the absence of corporal punishment. According to Mtsweni (2008:8), qualitative research is more intensive than extensive in its objectives. Creswell (2009:176) and Mtsweni (2008:9) state that qualitative approaches share a holistic view as one of its assumptions. This research study is focused within the interpretative paradigm and aims to give a descriptive analysis of the teachers' views and experiences on learner discipline at senior secondary schools of the Sibbinda Circuit in the Zambezi region).

The interpretivist paradigm usually implies that the researcher move from the specific to the general in order to search a tidy and a concrete abstract, from the specific to the general in order to reach findings and a conclusion. This entails moving from the concrete to the abstract, from the specific to the general (Lightman2006:33). The researcher chose this method since it allowed teachers to express how they understand and experience the management of learner discipline at their schools. This study investigates teachers' experiences of learner discipline in a way that is holistic in nature. Through open-ended questionnaires, teachers shared their views, perceptions and experiences on learner discipline in senior secondary schools in Zambezi region of Namibia. The researcher studied their views, perceptions, experiences, gained deep insight and knowledge and finally described the participants' understanding, experiences with regard to learner discipline in senior secondary schools and classroom situation. The researcher used a qualitative research approach because it is a form of social inquiry that focuses on the way people interpret and experience events and the world in which they live. The researcher regards qualitative as the best approach for this study because it enabled the researcher to understand the social phenomenon from participants' perspectives.

In this research study, the insight provided were used to formulate a number of strategies and recommendations on which strategies can be implemented by teachers to improve learner discipline in schools and the classroom.

3.3.2.1. Purpose of qualitative research approach

Qualitative research studies typically serve one or more of the following purposes.

Descriptive: They can reveal the nature of certain situations, settings, process, relationships, systems or people.

Interpretation: They enable a researcher to gain insight about a particular phenomenon, and develop new concepts or theoretical perspectives about the phenomenon, and discover the problems that exist within the phenomenon.

Verification: They allow a researcher to test the validity of certain assumptions, claims, theories, or generalisations within real world contexts.

Evaluation: They provide a means through which a researcher can judge the effectiveness of particular policies, practices or innovation (Hauwanga 2009:30; Leedy and Ormrod 2010:136-137). The main reasons for the researcher to use this approach was because teachers and school principals had to give an account on what is really happening at their schools and describe what they encounter on a daily basis with regard to the management of learner discipline

3.3.2.2. Characteristics of qualitative approach

3.3.2.2.1. Qualitative research usually involves field work

The researcher went to schools that he had selected and collected data from participants through an open-ended questionnaire.

3.3.2.2.2. Qualitative methods are humanistic

By using this method, the researcher was able to be in touch with participants where they gave their views, perceptions and experiences about the issue under investigation. The researcher learnt about teachers and principals' feelings and experiences about learner discipline in senior secondary schools.

3.3.2.2.3. Researcher as key instrument.

The qualitative researcher collected data through literature study.

3.3.2.2.4. Multiple sources of data

The qualitative researcher gathered multiple forms of data through literature study and an open-ended questionnaire. Then the researcher reviewed all the data, to make sense out of it, and organised it into categories or themes that cut across all of the data sources.

3.3.2.2.5 Inductive data analysis

The qualitative researcher built his patterns, categories and themes from the bottom up, by organising the data into increasingly more abstract units of information.

3.3.2.2.6 Interpretive

Qualitative research is a form of interpretive inquiry in which the researcher interprets what he read and understood. His interpretations could not be separated from his own background, history, context, prior understanding and experience.

3.3.2.2.7 Holistic account

The qualitative researcher had developed a complex picture of the problem or issue under investigation. This involved reporting multiple perspectives, identifying many causes of learner discipline and strategies to improve learner discipline in schools (Creswell 2009:174-176; Hauwanga 2009:31; McMillan & Schumacher 2010:321-324)

3.3.3 Case study approach

In this research study, the researcher used a case study because of open possibilities of giving a voice to the powerless and voiceless. It was also aimed at gaining greater insight and understanding of the dynamics of a special situation (Creswell 2009:70). Case study is a qualitative strategy of inquiry in which the researcher explores in depth a programme, event, and activity, process of one or more individuals. It examines a bound system (i.e. a case) overtime, in-depth, employing

multiple sources of data found in the setting (Creswell 2007.73, 75-76, 227; Creswell 2008:476; McMillan & Schumacher 2010:241,344,484). De Vos *et al*., (2011:321) refer to a case study as "an in-depth exploration of a bounded system, for example, an activity, progress or individuals based on extensive data collection. Being bounded means being unique according to place, time and participants' characteristics (Stake 2008). Babbie (2011:301) affirms that a case study is the in depth examination of a single instance of some social phenomenon, such as a school, village or a family. One of the functions of the case study method is to evaluate (education) programmes and to inform (education) policies (Oosthuizen *et al.,* 2009:15). In application to education law, the researcher should be able to make policy recommendations pertaining to the content of education policy in accordance with the outcomes of the aforementioned court cases, which could for example imply the following: the school policies, education legislation have to be altered for the better.

A case study is a form of qualitative inquiry which deals with the in depth analysis of a phenomenon and in the light of triangulation could form one of the approaches utilised (Oosthuizen *et al*., 2009:14). According to Maree (2011:75), case study research is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. Oosthuizen *et al*., (2009:14) defines a case study as a type of qualitative study which seeks to constitute an intensive holistic description, an analysis of a single instance, phenomenon and or social unit. Leedy and Ormrod (2005:135) elaborate by saying that "in a case study, a particular individual, programme or event is studied in depth". They proceed to explain that a case study as a method of research is inter alia, suitable for application in medicine, education, law, political science, psychology and sociology. Of interest is the remark by Lichtman (2006:28), who points out that the case study approach came to education in the late 1980s, which implies that it is a relatively new application to the field of education. A case study is defined by the fact that it is a bounded system and that does not necessarily mean that one site only is studied (Maree 2011:75). The case being studied may refer to a process, activity, event, programmes or individual, or multiple individuals. The descriptive case study strives to describe, analyse and interpret a particular phenomenon (Yin 2003). The purpose is not to understand a broad social issue, but merely to describe the case being studied (De Vos *et al*., 2011:321). The researcher used case study research methods to answer "how" and "why" questions. Case study offers a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two

participants in a situation, but also the views of other relevant groups of actors and the interaction between them.

In this study, the views, perceptions and experiences of teachers were obtained by means of an open-ended questionnaire. A key strength of a case study method is the use of multiple sources and techniques in the data gathering process. Criticism of a case study methodology is frequently levelled against its dependence on a single case and it is therefore claimed that case study research is incapable of providing a general conclusion. Case study is aimed at gaining greater insight and understanding of the dynamics of a specific situation. The researcher believes that the present case study reflects the characteristics of intrinsic case study in order to highlight teachers' views on learner discipline and leadership and management issues in the education context.

3.4. POPULATION AND SAMPLING

3.4.1 Population

In any research, the population is the larger group to which the researcher would like the results of the study to be generalised (Lilemba 2009:182). Hauwanga (2009:31) defines a population as a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. Lekganyane (20011:6) explains that population does not necessarily mean a body of people, and indicates that, population refers to all cases about which a researcher wishes to make inference. She further explains that, the population is the study object, which may be individuals, groups, organisations, human products and events or the conditions to which they are exposed. Cooper and Schindler (2006:163) affirm that a population is the total collection of elements about which the researcher wishes to make some inferences. McMillan and Schumacher (2010:129) concur with Lilemba by affirming that a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalise the results of the research. He further indicates that this group is also referred to as the target population or universe.

There is a target population and accessible population. The portion of the target population to which a researcher has reasonable access is known as the accessible population (Mtsweni 2008:63). The target population in this research was the senior secondary schools in the Zambezi region of Namibia, while the accessible population was the teachers of the secondary schools

where the research was conducted. There are 10 senior secondary schools in the Zambezi region. The target group in the study was selected from school principals, head of departments, senior teachers and ordinarily teachers of three senior secondary schools of Sibbinda Circuit of the Zambezi region. From the population, the researcher selected three school principals, three heads of department, three senior teachers, and three ordinary teachers. Due to the vast nature of the Zambezi region and qualitative nature of this research, it was decided to confine the study to the Sibbinda Circuit of the Zambezi region, totalling twelve teachers. One thing in common which these teachers have is that they are from one ministry of education arts and culture; they are from one educational circuit (Sibbinda circuit) and all teach from Grade 8 to 12. Although they are from different schools, their specialisation, educational qualification, genders, marital status, experiences and occupational ranks are also different.

All these teachers have been affected by the colonial system in one way or another as they were all undermined politically, economically, socially, culturally and educationally and they are all in one way or another involved in management of learner discipline at their schools and classrooms. Mtsweni (2008:63) affirms that a population is the total set from which the individuals or units of the body are chosen. It is the totality of persons, events, organisation units with which the real research problem is concerned. The individuals or units possess specific characteristics.

3.4.2 Sampling

According to Lilemba (2009:186) sampling refers to choosing a portion of the target population for the research, rather than studying the entire population. Maree (2011:79) equally refers to sampling as the process used to collect a portion of the population for study. Lodico, Spaulding and Voegtle (2006) also echo the other researchers and define a sample as a smaller group selected from the larger population that is representative of the larger population. According to Mtsweni (2008:63), a sample consists of a group of participants selected from the population and thus smaller in number than the population. This is done to give the researcher a more manageable group for the purpose of research. A good sample will represent the population well. The sample often does not have intrinsic interests to the scientist, but rather is a tool to find out more about the population.

In qualitative research, sampling occurs subsequently to establishing the circumstances of the study clearly and directively. Thus the sampling is undertaken after the actual investigation has commenced. White (2005:144), Hauwanga (2009:5) and Lekganyane (2011:25) define sampling as a deliberate method of selecting participants for an open-ended questionnaire. It helps the researcher to infer conclusions about a specific population. Mtsweni (2008:63) states that, the concept sample means a subject of the population that is used to gain information about the entire population. A sample in this sense, is a model of the population. Sampling is thus a scheme of action or procedure that clarifies how subjects are to be selected for research. Mtsweni (2008:63) further posits that it involves the selection of a group of participants with which the researcher is to conduct the study. In this study, non-probability sampling was used where by four participants per school from three senior secondary schools in the Sibbinda Circuit of the Zambezi region were chosen. This means one school principal, one head of department, one senior teacher, and one ordinary teacher were selected from each school, totalling 12 participants.

Unrau, Gabor and Grenniell (2007, 180) and De Vos *et al.*, (2011:391) add that in non-probability paradigm, each unit in a sampling form does not have an equal chance of being selected for a particular study. The overall purpose of the use of the relevant sampling techniques in qualitative research is to collect the richest data. Rich data means ideally, a wide and diverse range of information collected over a relatively prolonged period of time

3.4.2.1 Sampling method

In this research study, the purposive sampling method was used. This type of sampling is based entirely on the judgment of the researcher, in that a sample consists of elements which contain the most characteristics, representative or typical attributes of the population that best serves the purpose of the study (Ruben & Babbie 2005:247; Monette, Sullivan & De Jong 2005:148; Grinnell & Unrau 2008:153; De Vos *et al.,* 2011:392). Mtsweni (2008:64) and Babbie (2011:179) state that purposive sampling is a type of non-probability sampling in which the participants are selected on the basis of the researcher's judgment. In purposive sampling, the researcher must first think critically about the parameters of the population and then choose the sample case accordingly. Clear identification and formulation of pre-selected criteria for the selection of participants is therefore of coordinal importance (Maree 2007:79).

Creswell (2007:125) add that this form of sampling is used in qualitative research and that participants and the site are selected that can purposefully inform an understanding of the study's research problem. Marlaw (2004:144) refers to purposive sampling as a typical case of sampling in qualitative research where typical cases are sought and selected for the study. In purposeful sampling, the qualitative researcher selects those individuals or objects that will yield the most information about the topic under investigation (Leedy & Ormrod 2010:147; Nthebe 2006:4). Purposive sampling simply means that participants are selected because of some defining characteristics that make them the holders of data needed for the study (Maree 2011:79). Mestry and Khurnalo (2012:100) state that purposive sampling allows the researcher to select schools where participants could provide rich information and those who experienced success or challenges in maintaining learner discipline in their school. In this study, the participants were chosen from a specific target group whose opinions are of specific interest to the study. The method was purposive because the population in this investigation consisted of twelve senior secondary school teachers in the Zambezi region of Namibia. The teachers were chosen for the reason that they are qualified senior secondary school teachers, are possibly knowledgeable about the phenomenon under investigation and are in one or another linked to the management of learner discipline (Creswell 2007; Mtsweni 2008:15; McMillan & Schumacher 2010:138).

The Strengths and Weaknesses of Purposeful Sampling are:

Strengths:

- Less costly and time consuming.
- Ease of administration.
- Usually assures high participation rate.
- Assures receipts of needed information.
- Generalization possible to similar subjects.

Weaknesses:

- Difficult to generalise to other subjects.

- Less representative of an identified population.
- Results dependent on unique characteristics of the sample.
- Greater likelihood of errors due to experimenter or subject bias (McMillan & Schumacher 2010:140)

3.4.2.2 Sampling Criteria

According to Semelane (as cited by Mtsweni 2008:64) certain characteristics for inclusion in accessible population should be taken into consideration. The criteria for the selection of participants for inclusion in this investigation were as follows:

- The participants had to be qualified senior secondary school teachers, with five years or more experience in teaching senior secondary learners.
- The age, gender and occupational ranks of the teachers were also considered when participants were selected for this study. Although the sample was not intended to be fully representative of the population, the researcher was still interested in the views of participants as representatives of the population's sample.

3.4.2.3 Sample Size

Patton (2002: 244) and De Vos *et al.,* (2011:391) say that there are no rules for sample size in qualitative inquiry. Sample depends on what we want to know, the purpose of inquiry, what is at stake, what will be useful, what will have credibility and what can be done with the available time and resources. Sample is a small portion of the total objects, events or persons, which together comprise the subject of the study (McMillan & Schumacher 2010:328). Mtsweni (2008:64) states that the first question that a researcher should ask him or herself concerns the number of participants to be included in the sample. Lekganyane (2011:26) concurs with Mtsweni by affirming that the researcher must determine the size of the sample that will provide sufficient data to answer the research questions. In this research study, three school principals, three heads of department, three senior teachers and three ordinary teachers participated in completion of an open-ended questionnaire in schools A, B and C. This implies that a sample is a number of

individuals selected from a population of study to represent a large group from which it was drawn. This sample comprised of three school principals, three heads of department, three senior teachers and three ordinary teachers from three senior secondary schools; totalling twelve participants.

3.5. INSTRUMENTATION AND DATA COLLECTION TECHNIQUES.

The process of data collection is of critical importance to the success of the study, because without high quality of data collection techniques, the accuracy of the research is easily challenged (Brink 2006:141). According to Mtsweni (2008:10) and De Vos *et al.,* (2011:399) the term data refers to the rough materials researchers gather from the world they are studying. Richards (2005:34) states that data are the "stuff" one works with, the records of what one is studying. De Vos *et al.,* (2011:399) affirms that data involve the particulars you need to think soundly and deeply about the aspects of the life you will explore. Lekganyane (2011:26) maintains that data are any kind of information which can be identified and accumulated by the researcher to facilitate answers to their queries. Richards (2005:34) further states that the researcher creates this data by selecting and using it as evidence in analysis. De Vos *et al.,* (2011:399) affirms this statement that data are both evidence and the clues gathered carefully. They serve as the stubborn facts that save the writing a researcher does from unfounded speculation.

The term data collection has a bearing on the way in which information and knowledge about a topic of research is obtained. According to Hauwanga (2009:5) data collection is the planned systematic process of obtaining data to answer stated research questions. Lekganyane (2011:26) states that data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. A researcher has to choose data sources and set boundaries for gathering the data in question. In this research study, the instruments that the researcher used to gather data are literature study and open-ended questionnaire. These are instruments and methods used by the researcher to gather data to answer the research questions. These research methods enabled the researcher to gather valuable data on teachers' experiences on learner discipline in senior secondary schools of the Sibbinda Circuit in the Zambezi region in Namibia. The researcher used these instruments together with the permission letter to the director of education for the Zambezi region (Appendix B) to collect data (Hauwanga 2009:32; Leedy & Ormrod 2010:145; McMillan & Schumacher 2010:343)

3.5.1 Literature study

Leedy and Ormrod (2013:51) state that "those who conduct research belong to a community of scholars, each of whom has a journey into the unknown to bring back an insight, a truth and point of light. What they have recorded of their journeys and findings will make it easier to explore the unknown, to help discover an insight, a truth or a point of light". The difference between literature review under chapter 2 above and literature study in 3.5.1 is that the latter is intended to just highlight different sources consulted by the researcher. In order to establish what other researchers have already established with regard to the problem being investigated in this study, "investigating teachers' experiences of learner discipline in senior secondary schools" various books and other sources of information were consulted. This inducted books, journal articles, theses, dissertations, magazines, essays, newsletters, case laws and electronic media (internet) which proved some important aspects, were of utmost importance to this study. In this research, the researcher reviewed the literature to make sense of his findings and tied the outcomes to the work of those who had preceded him. Literature sources were compared with data already gathered and then added as new information to the present study where they proved to be of use. The researcher used the literature study for the clarification of operational concepts of the research and to find the existing information on teachers' experiences on learner discipline in senior secondary schools in Sibbinda Circuit in the Zambezi region of Namibia.

Hauwanga (2009:6) and White (2005:7) both point out that a literature review provides a substantially better insight into the dimensions and complexity of the problem. Leady and Ormrod (2013:51) mention that the review describes theoretical perspectives and pervious research findings regarding the problem at hand. Its function is to "look again" re-review what others have done in areas that are similar, though not necessarily identical to, ones' own area of investigation. The researcher conducted a literature study regarding aspects related to the learner discipline. Leedy and Ormrod (2010:66) state that a literature study has numerous benefits, which are:

1. It can offer new ideas, perspectives and approaches that may not have occurred to you.
2. It can help you interpret and make sense of your findings and ultimately help you tie your results to the work of those who preceded you.
3. A literature study provides insight into the dimensions and complexity of the problem.
4. It reveals sources of data that may not have known to be existed.

5. It can show you how others have handled methodological and design issues in studies similar to your own.

6. It can reveal methods of dealing with problem situations that may be similar to difficulties you are facing.

7. It can introduce you to measurement tools that other researchers have developed and used effectively.

8. It will bolster your confidence that your topic is one worth studying, because you will find that others have invested considerable time, effort and resources in studying it.

9. It can help you ascertain whether other researchers have already addressed and answered the research problem you are proposing or at least some of its sub problems. The data from all the available sources that were utilised during the research study were integrated and collated (Creswell 2009:181; Mtsweni 2008:13; Leedy & Ormrod 2010:145; Maree 2011:82-83; McMillan & Schumacher 2010:361; Jupp 2006:79-80; De Vos *et al.,* 377-379)

3.5.2 Open-ended Questionnaire

In this research, an open-ended questionnaire was used to collect data from twelve senior secondary teachers and principals about their experiences on learner discipline. De Vos *et al.,* (2011:186) Maree (2007:160-161) and Babbie (2007:246) define an open-ended questionnaire as the other form of a questionnaire containing a set of open questions and or other types of items designed to solicit information appropriate for analysis. This is a questionnaire with open questions where a question is asked and space is provided for a word, phrase or even a comment (Maree 2007:161). In this research study, the researcher used an open-ended questionnaire in order to give a chance to the participants to give any comment(s) they wanted. (Lilemba 2009:191) maintains that, the questionnaire is one of the aids which is used to gather information. In this research, a self-administered open-ended questionnaire was used to determine teachers' views, perspectives, experiences and understanding of learner discipline in senior secondary schools (Appendix F). The researcher personally hand delivered the questionnaire to the twelve participants for completion. The exercise of completing the above mentioned data collection instrument was done in the presence of the researcher so that if participants experienced some difficulties with the questions, the researcher could clarify the matter immediately. After completion, the researcher collected the completed questionnaires. Masekoameng (2010:74) states that, by means of a questionnaire it may

be indicated what people know, what their views, perceptions, experiences or attitude and understanding on the topic are. The fact that an open-ended questionnaire was used, confidentiality, anonymity and privacy of the individual participants was guaranteed. The objectives of the questionnaire were to obtain facts and opinions about a phenomenon from senior secondary school teachers on the particular topic under investigation. In this research study, four teachers from each of these three senior secondary schools were chosen as participants. In this research study, questionnaires were used by the researcher to convert the information given by the participants into data. The data was analysed and interpreted.

In this research study, the researcher followed five steps when designing a questionnaire:

3.5.2.1. Determining the aims of the questionnaire

3.5.2.2. Determining the target group

3.5.2.3. Compiling of questions

3.5.2.4. Distributing the questionnaire to the participants

3.5.2.5. Processing the completed questionnaires

In this research study, the aims of the questionnaire was to explain, through an introductory letter written by the researcher. The target groups of the questionnaire in this case were teachers from three senior secondary schools. The questions were compiled as per acceptable standards. The questionnaires were later distributed to the different schools by the researcher himself and collected the same day. After collecting the questionnaires, the researcher then processed them. In this research, the questionnaires were designed as follows (see Appendix F). In this research the questionnaire was divided into two sections among others. Section A: personal information of the participants and section B: open-ended questions. The questionnaire comprised of multiple choice questions and four open-ended questions. Most of the questions which were open-ended (section B) were independent of the literature as they sought to acquire information about the topic in question from the individual participants and to probe them for in-depth understanding about the importance of discipline, the consequences of discipline (negative/positive), and the strategies to improve discipline in schools and classrooms. The advantages of open-ended questions are that the participants can give detailed and honest answers, the participants' thinking progress is revealed, complex questions can be adequately answered, thematic analysis of responses will yield extremely interesting information categories and sub-categories' (Maree 2007:161). The

disadvantages of open-ended questionnaires are that, the amount of detail may differ among participants, participants may need time to think and write their responses (Maree 2007:161). The strengths of hand-delivered questionnaires are:

- It saves time.
- High response rate.
- The problem pertaining the questionnaire can be solved by the researcher possibly during completion of the questionnaire (De Vos *et al.,* 2011:188).

The weakness of hand delivered questionnaires are

- High costs involved.
- Only a smaller geographical area can be covered at once (De Vos *et al.,* 2011:188)

3.5.3 Triangulation and structural coherence

According to Mtsweni (2008:65) Leedy and Ormrod (2010:99), and McMillan and Schumacher (2010:331) the concept of triangulation refers to the use of multiple methods of data collection. Richards (2005:140) and Maree (2011:39) state that triangulation is the term widely used for research approach where different sorts of data or methods of handling data are brought to life or on the research question. In this research study, triangulation was achieved through literature study and an open-ended questionnaire on how teachers experience learner discipline in their senior secondary schools and classrooms. According to Krefting (as cited by Mtsweni 2008:66) structural coherence implies the assurance that there are no unexplained inconsistences between the data and their interpretation. In this study, structural coherence was enhanced by consistently focusing on the teacher's experiences on learner discipline in senior secondary schools and the classroom environment.

3.5.4 Construction of the open-ended questionnaire for this study

A self-administered open-ended questionnaire was used to collect data from twelve participants on learner discipline. These questionnaires were used by researchers to convert the information given by participants into data (Masekoameng 2010:74). According to Masekoameng (2010:74) by means of open-ended questionnaires it may be indicted what people know or what their views, perspective, attitudes and experiences on a topic are. This type of instrument requires effective

planning beforehand in order to ensure that data can be objectively analysed afterwards. The open-ended questionnaire for this study was designed as follows (see Appendix F)

Section A

Personal information: this is the general background of the teachers participating in the research; it included age, gender, years of teaching experience, highest qualifications, marital status, occupational rank and level of teaching.

Section B

Open-ended questions: These are open-ended questions to which the teachers were able to give their views, perceptions, attitudes and experiences with regard to learner discipline in senior secondary schools in the Zambezi region of Namibia particularly the Sibbinda Circuit. The following were central questions in the questionnaire:

- What are your experiences as a teacher with regard to learner discipline?
- What are your views as teachers regarding the importance of learner discipline?
- How do teachers experience the consequences of lack of learner discipline in senior secondary schools?
- Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

3.5.5 The Procedure followed during the investigation

In conducting research, certain procedures have to be followed by the researcher. It is therefore necessary for the researcher to understand the ethical and legal procedures to be followed when conducting a research. In this research study, an application for research clearance by the University of South Africa's College of Education Research Ethics Review Committee was first sought by the researcher. After the approval of the study by the college of education research ethics review committee, the ethics clearance number 2016/06/15/57647100/05/mc was issued. A written request in a form of a letter (Appendix B) together with the clearance-certificate (Appendix I) and a copy of an open-ended questionnaire (appendix F) were sent to the Zambezi Director of education asking permission to conduct this research study is his region. The Zambezi Director of education granted the researcher permission to undertake the study (see Appendix E). After the

permission was granted by the regional director of education, letters were written to the principals, heads of department, senior teachers and ordinary teachers of the three schools which had been selected for an open-ended questionnaire requesting permission to conduct an open-ended questionnaire with the teachers of their schools. This was followed by personal visits by the researchers to each of the selected schools to make preliminary practical arrangements with the principals. In this regard, each of the participating school was given a code number for identification purposes. The researcher prepared an open-ended questionnaire (see Appendix F). In the case of questionnaires, the researcher prepared a covering letter in which he introduced himself and asked participants to assist him in answering the questions. The questionnaire was written in English because all teachers can read, write and understand English. As the study involved senior secondary schools from the neighbouring schools, the researcher personally delivered the questionnaires and also assured the principals of confidentiality and anonymity that the names of the schools and teachers (participants) would not be used in any way. The researcher explained the importance of the research, course, time to conduct the research and grades of interest. It this research study, a self-administered open-ended questionnaire was used to collect data on learner discipline from twelve teachers of the three senior secondary schools. The researcher personally hand delivered the questionnaires. The researcher distributed these questionnaires to twelve teachers (participants) for completion. The participants were required to complete the questionnaires as honestly as possible. The researcher then collected the completed questionnaires from the participants. The researcher prepared a letter of informed consent (Appendix D) which was read and signed by each participant in the research and indicating the purpose of the research, the importance of the study and reasons for cooperating.

The fact that open-ended questionnaires were used, confidentiality, anonymity and privacy of the individual participants was guaranteed. The information about the phenomenon under study on the questionnaire was reviewed, scrutinized, analysed and interpreted.

3.6 DATA ANALYSIS AND INTERPRETATION.
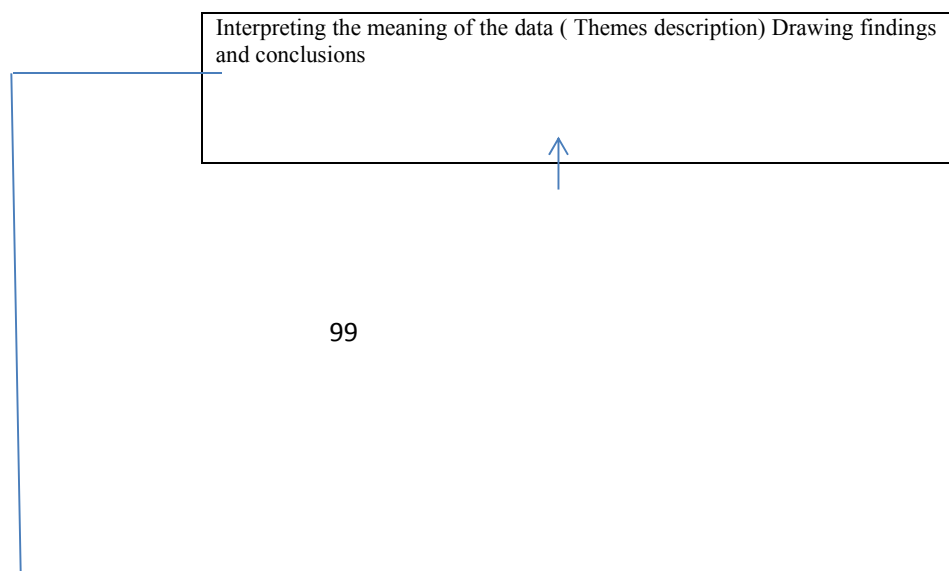
According to McMillan and Schumacher (2010:367) qualitative analysis is a systematic process of selecting, categorising, comparing, synthesising and interpreting data to provide a description of a single phenomenon of interest. Mtsweni (2008:68) states that, data analysis is an ongoing cyclical process which integrates into every phase of qualitative research. It is a systematic process
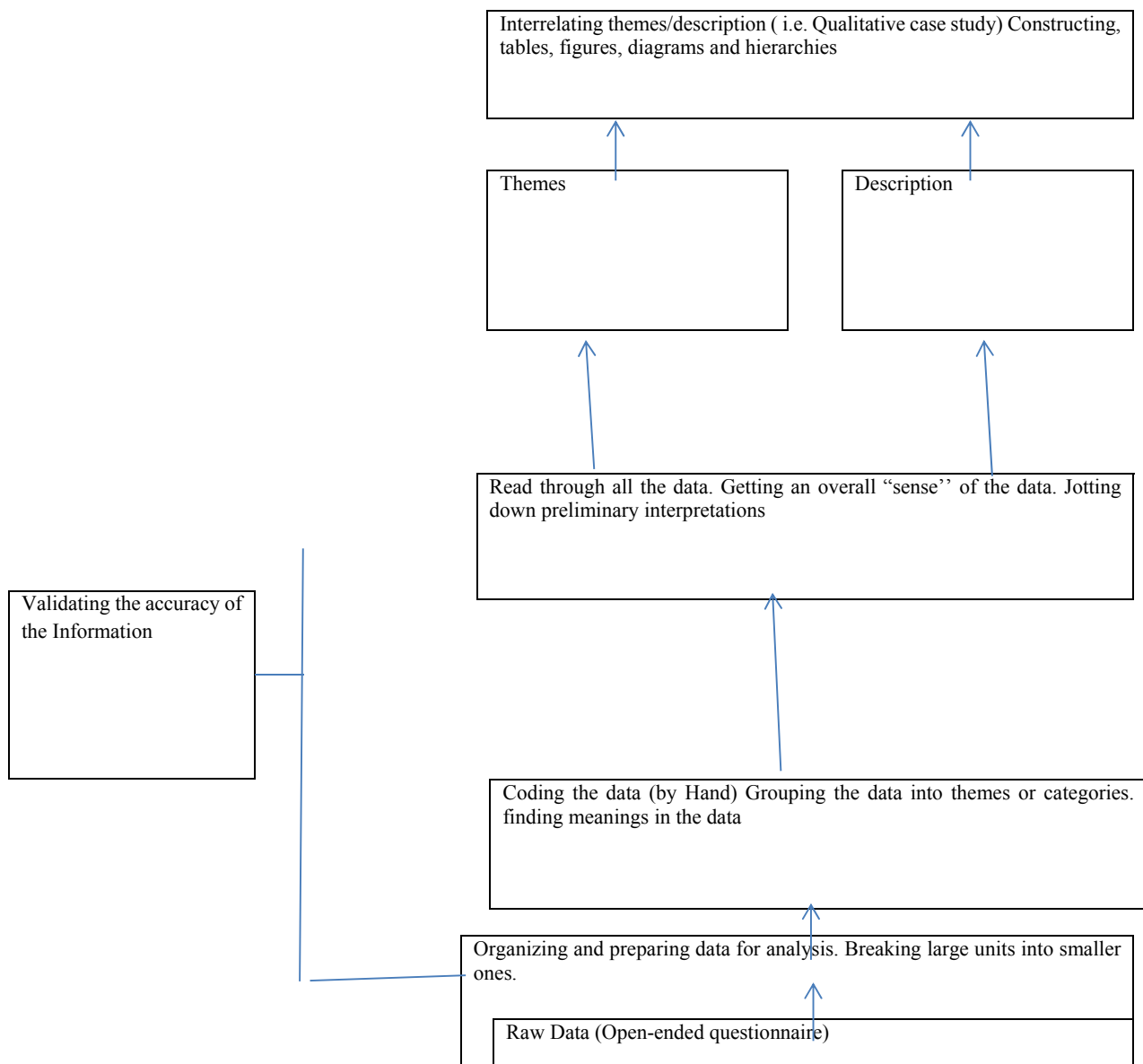
whereby data is selected, categorised, compared, synthesised and interpreted in order to provide explanations of the single phenomenon of interest. White (2005:256) and Hauwanga (2009:35) point out that data analysis entails bringing order, structure and meaning to the mass of collected data, which is a time consuming, creative and fascinating process. Data analysis in qualitative studies involves the researcher beginning with a large body of information and must, through inductive reasoning, sort and categorise it and gradually bring it down to a set of underlying themes (Leedy & Ormrod 2010:152; Leedy & Ormrod 2013:158). Data analysis in quantitative research involves an examination of words rather than numbers as is done in qualitative studies. After data is collected, the information gathered is analysed with the aim to gain new understanding of the situation and process being investigated (Creswell 2008:132; Lekganyane 2011:28). Qualitative data analysis is primarily described as an inductive process of organising data into categories and identifying patterns and relationship among the categories or search of patterns in data recurrent behaviour, object or a body knowledge (McMillan & Schumacher (2010:367). Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories (White 2005:82; McMillan & Schumacher 2010:367). They further state that inductive analysis is the process through which qualitative research synthesises and makes meaning from data, starting with specific data and ending with categories and patterns. Schwandt (2007:6) affirms that data analysis is the process of bringing order, structure and meaning to mass collected data. "Broadly conceived, this is the activity of making sense of interpreting and theorizing data" (Schwandt 2007:6). Data analysis is an ongoing part of the study, in other words the process is iterative and recursive, going back and forth between different stages of analysis (McMillan & Schumacher 2010:367).

The data collection and data analysis in qualitative research go hand in hand and should be done simultaneously in order for the researcher to focus and shape the study as it proceeds. According to Mtsweni (2008:68), the analysis in qualitative research is inseparable from data collection. As data was collected from teachers, a consistent review of how teachers viewed, perceived and experienced learner discipline in the schools and classrooms was done. According to De Vos *et al.*, (2011:397) Nthebe (2006:65), data analysis involves the process of making sense of data collected by consolidating, reducing and interpreting what participants have said in the answered open-ended questionnaire. Mtsweni (2006:68) affirms that data analysis enables the researcher to discover themes and concepts embedded through an open-ended questionnaire. The following

process was followed in the data analysis as indicated in figure 3.1 below (Leady & Ormrod 2005:150; Creswell 2009:185-189; Leedy & Ormrod 2010:153; McMillan & Schumacher 2010:369; Maree 2011:99-113; De Vos *et al.,* 2011:403-419.

Figure 3.1 Data analysis process in qualitative research

Interpreting the meaning of the data (Themes description) Drawing findings and conclusions

```
┌─────────────────────────────────────────────────────────────────────┐
│ Interrelating themes/description ( i.e. Qualitative case study) Constructing, │
│ tables, figures, diagrams and hierarchies                            │
│                                                                       │
└─────────────────────────────────────────────────────────────────────┘
        ▲                                    ▲
        │                                    │
┌──────────────────────────┐      ┌──────────────────────────┐
│ Themes                   │      │ Description              │
│                          │      │                          │
│                          │      │                          │
│                          │      │                          │
└──────────────────────────┘      └──────────────────────────┘
        ▲                                    ▲
        │                                    │
┌─────────────────────────────────────────────────────────────────────┐
│ Read through all the data. Getting an overall ''sense'' of the data. Jotting │
│ down preliminary interpretations                                     │
┌────────────────────────────┐                                        │
│ Validating the accuracy of │                                        │
│ the Information            │         ▲                              │
│                           │         │                              │
│                           │  ┌─────────────────────────────────────────────────┐
│                           │  │ Coding the data (by Hand) Grouping the data into themes or categories. │
│                           │  │ finding meanings in the data                    │
│                           │  │                                                 │
└───────────────────────────┘  │         ▲                                       │
                               │         │                                       │
         ┌─────────────────────┴──────────────────────────────────────────┐
         │ Organizing and preparing data for analysis. Breaking large units into smaller │
         │ ones.        ▲                                                   │
         │    ┌─────────┴──────────────────────────────┐                  │
         │    │ Raw Data (Open-ended questionnaire)     │                  │
         └────┴────────────────────────────────────────┴──────────────────┘
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Source: adapted from Creswell (2009:185)

The researcher started with analysis of data while data were still being collected. He organised and prepared the data for analysis by optimally scanning the questionnaire and documents by sorting and arranging the data into different categories and themes. He perused the entire data set for several times to get a sense of what it contained as a whole. He read through the data to obtain a general sense of the information and reflect on the overall meaning. He identified general categories or themes and perhaps sub categories or sub themes as well and then classified each

piece of data accordingly to get a general sense of what the data meant. When analysing the data (questionnaires and documents) the researcher classified data accordingly and evaluated the credibility and trustworthiness. The researcher started with the coding of data themes and sub themes and classified the data accordingly, he then integrated, evaluated and summarised the data based on their credibility (Maree 2007:80,113; Creswell 2009:185-189; Leedy & Ormrod 2010:153). A textual analysis technique was used to analyse data. De Vos *et al.,* (2011:381) define textual analysis as a technique that has less to do with numbers and frequency of occurrences but has more to do with interpreting the meaning of the documents (i.e. questionnaires). The data was analysed according to generally accepted method of analysis. Thereafter, he continued with a more detailed and fine grained analysis of what the participants conveyed. During this analysis, he discovered additional themes and categories which all contributed to an overall explanation of the data. The themes or categories identified through data analysis were compared with relevant literature in order to highlight similarities and differences between the present research and other studies on the topic. He also compared the data across categories or themes to discover a connection between the themes. In this research, data interpretation was based heavily on the connections, common aspects and linkages among the data section, categories or themes and patterns.

The goal was to integrate the themes and concepts into a theory that offers an accurate detailed interpretation of the data. During this research study, symbols were used to identify the schools and teacher participants to ensure the anonymity of the participants and the schools. In this research, data analysis was conducted accordingly and derived from three senior secondary schools, which is a sample from Sibbinda Circuit of the Zambezi region. These senior secondary schools were purposefully selected as indicated in the sampling (Vida sura 3.3.2) and the whole methodology utilised in the entire study. The researcher collected data through an open-ended questionnaire from twelve teachers. These senior secondary school teachers were of different genders, which means male and female teachers, and the questionnaire was compiled in English because all the participants could read, write and understand English. The research data were analysed in terms of the participants' views. Where appropriate, the crucial findings related to the main themes were briefly discussed. The data obtained from the open-ended questionnaire were analysed, presented and interpreted. The main aim of analysing and interpreting the research findings was to increase the validity of the research by ensuring that errors and incurrences were

eliminated. Deliberate attempts were made to connect the findings to existing literature on the themes under discussions. The data were analysed to answer the basic research questions. In this research study, literature study and an open-ended questionnaire brought some highlights on the importance of learner discipline, the consequences of lack of learners discipline and the strategies to improve learner discipline in schools and classrooms. It must again be remembered that among others, the aim of this study was to investigate teachers' experiences on learner discipline in senior secondary schools in the Zambezi region of Namibia, particularly in Sibbinda Circuit. In this study, data were analysed (Lekganyane 2011:29). She (Lekganyane 2011:29), confirms that qualitative data analysis takes the form of a written language. In this study, the report of the results was presented in a descriptive form, supported by direct quotation from the raw data. This means that in this study, direct quotations were highly valued data as they indicated the understanding of the participants. According to McCracken (as cited by Mtsweni 2008:71), qualitative data must exhibit the following conditions:

- It must be exact, so that no unnecessary ambiguity exists.
- It must be economical, so that it forces the researcher to make the minimum number of assumptions and still explain the data.
- It must be mutually consistent, so that no assertion contradicts another.
- It must be externally consistent, so that it conforms to what we independently know about the subject matter.
- It must be powerful, so that it explains as much of the data as possible without sacrificing accuracy.
- It must be fertile, so that it suggests new ideas and opportunities for insight

In this study, a deliberate attempt was made to meet all these considerations

3.7. ETHICAL CONSIDERATIONS

A researcher is responsible for conducting research in an ethical manner and failure to do so undermines the scientific process and may have negative consequences. Struwig and Stead (2007:66) and Lekganyane (2011:39) propose that research ethics "provide researchers with a code of moral guidelines on how to conduct research in a morally accepted way". De Vos *et al.*,

(2011:115-126) lists a number of ethical issues for qualitative research. The following were adhered to in this research.

3.7.1 Permission to conduct research

In this research, the researcher conducted the research ethically by first seeking permission from the University of South Africa's Ethics Committee; permission was granted (Appendix J). Secondly, permission was sought from the director of education in the Zambezi region to conduct research in his region (Appendix B), written permission was thus obtained from the director of education in Zambezi region (Appendix E) and thereafter written and verbal permission were sought from school principals (Appendix C) and teachers of the three senior secondary schools in the Zambezi region before conducting the study (Appendix G and Appendix H).

3.7.2 Confidentiality and anonymity

In this research, information about the participants was considered confidential; only the researcher had access to names and data. This was ensured in the following ways:

- Collecting data anonymously, and
- Reporting only group, not individual results.

In addition to the above, the names of the 12 participants (teachers and principals) were not revealed. The names of participants and schools were also coded.

3.7.3 Informed consent

Informed consent means that subjects must base their voluntary participation on a full understanding of the possible risks involved. Adequate information on the aims of the research, the procedures that would be followed, possible advantage and disadvantages for the participants, the credibility of the researcher and how the results would be used were given to the participants. This enabled the participants to make an informed decision on whether they wanted to participate in the research or not. In this research, the consent of all participants was obtained. In this research,

this was done (see Appendix D). In this research, a letter of informed consent was read and signed by each participant in the research. The fact that an open-ended questionnaire was used, the confidentiality and anonymity of the individual and privacy of participants were also guaranteed and protected by the researcher. In this research, informed consent was appropriately documented.

3.7.4 Voluntary participation

In this research, no participant was forced in any way to part take in the study. Participation was entirely voluntary. The researcher informed the participants that they had the right to withdraw from the study at any time without penalty.

3.7.5 Deception of subjects and or of participants

In this research, no form of deception was inflicted upon the participants. In other words, withholding information or offering incorrect information to ensure participation of participants was considered unethical.

3.7.6 Action and Competence of the researcher.

Mtsweni (2008:70) maintains that the researchers are ethically obliged to ensure that they are competent and skilled to undertake the study they have proposed. During the research, no value judgments were made under any circumstances. The researcher holds a B.A Degree, post graduate diploma in education and a B.Ed. (Hons). The researcher has been teaching for 6 years at senior secondary level. In this research, the researcher carried out the research competently, acknowledged fairly those who contributed guidance or assistance and all the findings were reported fully without bias. Extensive literature on the research methodology as well as the topics related to the study was studied. The study was also supervised by a university expert experienced in supervising qualitative research projects (Leedy & Ormrod 2010:101-104; De Vos *et al.,* 2011:115-121; Creswell 2009:87-97; McMillan & Schumacher 2010:117-122; Unisa 2011:29; Leedy & Ormrod 2013:104-108; Menter, Eliot, Hulmie, Lawin & Lawden 2011:56-58; Frankel & Wallen 2008:55 Hauwanga 2009:35; Babbie 2011:478-486).

3.8. Trustworthiness.

It is the researcher's responsibility to ensure that measures of honesty are observed throughout the study. Mtsweni (2008:17) states that trustworthiness must be considered at all times. Four aspects of trustworthiness were applied in this study. This included truth value (using the strategy to credibility), consistency (using the strategy of dependability) applicability (using the strategy of transferability) and neutrality (using the strategy of objectivity) (Maree 2011:80). Validity in qualitative research refers to the degree of congruence between the explanation of the phenomenon and the realities of the world (McMillan & Schumacher 2010:330). Trustworthiness indicates that the researcher employs different procedures to check the accuracy of findings (Maree 2011:113). The most common criteria for evidence based enquiry in qualitative research are: validity, reflectivity and extensions of findings (McMillan & Schumacher 2010:330). In this research, to enhance the trustworthiness of the study, the researcher used data from different sources to help check the findings (for example he combined open-ended questionnaire with information from literature study and analysis). Therefore, if the data from these different sources pointed to the same conclusions, the researcher had more confidence in his results (Maree 2011:113; Leedy & Ormrod 2010:101; Creswell 2009:190). According to Mtsweni (2008:74) verification of the results of data analysis is a key issue in ensuring the trustworthiness of qualitative research. Trustworthiness of the research outcomes denotes that readers of the research believe what the researcher has reported. The readers should have so much confidence in the researcher's conduct of the investigation and the results of the research that they consider to be reliable.

In this research, the researcher enhanced the credibility of his research findings by allowing his research participants, and other people who could have a specific interest in the research to comment on or assess the findings, interpretations and conclusions. For example, participants (teachers) in the settings studied were given a chance to comment on whether the researcher's interpretations were in line with the personal experiences that they had tried to express during the questionnaire completion. Stakeholders (members) checking was carried out on the initial documents (e.g. open-ended questionnaire and summaries) and on the data interpretation and findings. In this research, stakeholders' checking were conducted progressively during a research project both formally and informally (Maree 2007:114; Leedy & Ormrod 2010:101-104; Leedy & Ormrod 2013:104-108); Creswell 2009:191). In this research, the researcher conducted a literature study to obtain a background to design an open-ended questionnaire. The designed questionnaire was critically assessed by colleagues and by the researcher's supervisor. The necessary permission

to conduct research was obtained from the director of education in the region of Zambezi as well as the principals and teachers.

3.9. LITERATURE CONTROL

Literature control is done to identify similarities and differences that occur in identified topics, themes and categories from the findings of a study and those that are not found in literature. Some themes may exist in the literature that do not appear in the findings of current research (Crewsel 2007; Mtsweni 2008:78).

3.10 CONCLUSION

In this chapter, attention was given to the research methodology, which included the research approach, population and sample, instrumentation and data collection techniques, data analysis and interpretation. The researcher also attended to the description of ethical issues as well as the trustworthiness of the study to ensure that the research is valid.

Chapter 4 will deal with the findings based on the collected data. The findings of the research are presented. The data explained the knowledge and understanding of how teachers experience learner discipline in senior secondary schools in the Zambezi region of Namibia.

CHAPTER 4

THE FINDINGS OF THE RESEARCH.

4.1 INTRODUCTION

The research conducted in this study was to investigate how teachers and school principals experience learner discipline in senior secondary schools in Zambezi educational region of Namibia.

In chapter three, the research approach and methodology, instrumentation and data collection techniques, data analysis and interpretation, trustworthiness of the research and ethical considerations adhered to were discussed.

In this chapter, the results of the data analysis are discussed. This chapter carries a relatively detailed discussion of the views, perceptions and experiences, which teachers who formed part of the study have on learner discipline in senior secondary schools. The data presented in this chapter were collected through an open-ended questionnaire.

Through an open-ended questionnaire, the researcher was able to determine the teacher's views, perceptions and experiences with regard to learner discipline. The questionnaires focused on the teachers, principals, heads of department (HOD's), senior and ordinary teachers, personal data, their experiences as teachers with regard to learner discipline, their views as teachers regarding the importance of learner discipline, how (they) teachers experience the consequences of lack of learner discipline in senior secondary schools, and which strategies can be implemented by teachers to improve learner discipline in senior secondary schools.

The purpose of this chapter is to analyse, to categorise and to interpret the data gathered through an open-ended questionnaire from the teachers.

The data were organised in such a manner that overall patterns became clear. The emphasis here was on presenting the participants' views, perceptions and experiences as clearly as possible. In this regard, the researcher quoted their responses and attempted to present them in a coherent, integrated and systematic way.

In order to uphold issues of confidentiality and anonymity, the schools were identified as School A, School B and School C and participants were identified as P1 to P12. In this chapter, the codes P1 to P4 are used to identify participant one to four. P1 to P4 represents participants one to four who completed open-ended questionnaires from School A. P5 to P8 is used to identify participants five to eight. P5 to P8 represents participants five to eight who completed open-ended questionnaires from School B. P9 to P12 are used to identify participants nine to twelve. P9 to P12 represents participants nine to twelve who completed open-ended questionnaires from School C.

Data is presented based on themes identified from collected data. Deliberate attempts were made to connect the findings to existing literature on the themes under discussion. The data obtained from open-ended questionnaires were analysed, presented and interpreted.

Firstly, a presentation of Sibbinda Circuit in Zambezi region and the characteristics of the participants are given.

4.2 SIBBINDA CIRCUIT, ZAMBEZI REGION

Sibbinda Circuit is situated in Sibbinda Constituency, in the Zambezi region. The research was conducted at the three rural senior secondary schools situated in this circuit. Most roads leading to these secondary schools are sandy roads and are in a very poor condition. Learners attending these schools walk along these dusty sandy roads to and from school in the morning, during breaks and after school.

4.3 THE CHARACTERISTICS OF THE PARTICIPANTS

In this research study, participants presented their responses in this section which are related to their personal characteristics. The above characteristics of the region should be read in conjunction with those of the participants.

The participants are from the three senior secondary schools visited by the researcher. The school principals, heads of department, senior teachers and ordinary teachers served as participants. They were selected because the researcher felt that they were information-rich and could give their views, perceptions and experiences on learner discipline in detail.

4.3.1 The teachers who completed open-ended questionnaires.

This section summarizes the characteristics of the teachers who participated in completing the open-ended questionnaire in this research. These characteristics are included in Table 4.1, 4.2 and 4.3 below so that the participants may be known to the readers without their identity being revealed.

Table 4.1: The Teachers at School A

Teachers	One	Two	Three	Four
Age	41-50	41-50	41-50	31-40
Gender	Male	Male	Female	Female
Marital Status	Married	Married	Divorced	Single
Highest qualification	B. Ed (honour) degree	B. Ed degree	HED	B.Ed.(honours) degree
Teaching Experience	21-30 years	1-10 years	11-20years	1-10years
Occupational Rank	Principal	Head of Department (HOD)	Senior Teacher	Teacher
Level of Teaching	Senior Secondary	Junior Secondary	Senior Secondary	Senior Secondary

Table 4.2: The Teachers at School B

Teachers	Five	Six	Seven	Eight
Age	31-40	41-50	41-50	31-40
Gender	Male	Male	Female	Female
Marital Status	Married	Married	Married	Married
Highest qualification	B. Ed (honour) degree	B. Ed degree	B.A. degree	B.A. degree
Teaching Experience	11-20 Years	11-20 Years	11-20 Years	1-10 Years
Occupational Rank	Principal	Senior Teacher	Head of department (HOD)	Teacher
Level of Teaching	Senior Secondary	Senior Secondary	Senior Secondary	Senior Secondary

Table 4.3: The Teachers at School C

Teachers	Nine	Ten	Eleven	Twelve
Age	51-60	41-50	41-60	31-40
Gender	Male	Female	Male	Female
Marital Status	Married	Married	Divorced	Single

Highest qualification	B.Ed. (honour) degree	HED	ECP	BETD
Teaching Experience	31-40 Years	11-20 Years	31-40 Years	1-10 Years
Occupational Rank	Principal	Head of Department (HOD)	Senior Teacher	Teacher
Level of Teaching	Senior Secondary	Senior Secondary	Senior Secondary	Senior Secondary

Discussion

In this research, the researcher collected data through an open-ended questionnaire from 12 participants of the three senior secondary schools in the Sibbinda Circuit of the Zambezi region. These participants completed their open-ended questionnaires in a suitable class during the afternoon so as to not disturb teaching and learning.

There was a limitation in the size and representativeness of the sample. This study should have involved more participants at different levels. For example, department officials, learners, parents so as to generalise the results to a larger population. The questionnaires were completed in English because the schools had participants who could read, write, speak and understand English. Permission was sought in writing from the school principals (Appendix C) and invitation letters were sent to the heads of department (Appendix G) as well as to senior and ordinary teachers (Appendix H) and they were all made aware of ethical considerations such as privacy, confidentiality and anonymity and informed consent (Appendix D).

Table 4.1, 4.2 and 4.3 above provided the summary of the participants, age, gender, marital status, highest qualification, teaching experience, occupational rank, and levels of teaching as follows:

Age – Six were between 41 to 50 years, four between 31 to 40 years and two between 51 to 60 years old. This suggests that the majority of participants were probably in their mid-ages. This may further suggest that such academic teachers are still healthy and not old enough to carry out and ensure that discipline prevails in schools.

Gender – The above tables show that the 12 participants comprised of six males and six females.

Marital Status – The twelve participants are comprised of six males and six females. Eight of whom are married, two divorced or separated while two are single.

Academic qualifications – From the tables above, it is clear that most participants in these schools hold higher qualifications. For instance, two had HED's (High Education diploma), two had B.A degrees (Bachelor of Arts), six had B.Ed. (honours) degrees (Honours degrees), and one had BETD – Basic Education Teachers Diploma and one had ECP - Education Certificate for Primary. It is thus clear that it is probable that the majority of teachers teaching in secondary schools qualify to teach there. It may thus be speculated that they have been schooled to deal with learners at secondary schools appropriately.

Teaching Experience – It is clear from the above tables that most participants had adequate experience to deal with the secondary school learners. Many of the participants indicated that they have many years of teaching experiences of between 11 to 40 years in secondary schools.

Occupational Rank – All 12 participants confirmed in the questionnaires that they were teachers. This consisted of school principals, three heads of department (HOD's), three senior teachers and three ordinary teachers. It should, however, be noted that in their responses, some teachers highlighted that they hold management positions in their schools as heads of department and principals.

To the researcher, getting diverse participants in terms of their positions in their schools suggested that their responses may not be too far from the truth. It is in fact unlikely that all participants divulged untrue information on discipline in schools.

Level of teaching – From the tables above, it is clear that two teach at junior secondary level while ten teach at senior secondary school level.

4.4 PRESENTATION AND DISCUSSION OF THE KEY THEMES.

This research section carries a relatively detailed discussion of the findings on views and perceptions and experiences of teachers who formed part of the study with regard to learner discipline at their schools. The research conducted in this study was to investigate teachers' views regarding learner discipline at senior secondary schools in the Zambezi region of Namibia.

In analysing data to gain insight into the views and perceptions and experiences of teachers regarding learner discipline, certain themes and categories, which have a bearing on the views of teachers on learner discipline, were identified through data analysis.

The objective of this chapter was to discuss and present findings gathered from the study. Data is presented based on themes identified from collected data. The data presented in this study were collected through an open-ended questionnaire. Through open-ended questionnaire, the researcher was able to determine the teachers' views regarding learners' discipline at senior secondary schools.

In this research, each theme is discussed and augmented by examples (quotations) from the open-ended questionnaires' text. Where applicable, reference is made to the literature that has been reviewed, i.e. to the existing body of knowledge, during and after the discussion of each theme. This literature control is intended to explain, support and extend the theory generated in this research. It is hoped that this strategy will provide the reader with a basic understanding of the research problem, as well as the evidence that the study yielded and its relationship with current knowledge of the problem (Mtsweni 2008:81)

This also facilitated the researcher's attempt to eventually formulate guidelines for teachers to effectively manage and maintain discipline at their schools and classrooms. In this research, the codes P1 to P 12 were used to identify and represent participants one to twelve who had taken part in answering the open-ended questionnaires.

A specific note concerning the use of quotations in this research seems to be necessary as can be expected from participants who were required to complete the open-ended questionnaire in their second language (English). The language usage and choice of words are from a language perspective, not always perfect as a result, some of the quotations used in this research study to substantiate pronouncements contain grammatical errors. The respective message the participants attempted to convey, are nevertheless clear. The standard practice in research reports is to point out these errors by inserting the Latin objective sic, directly after the error. The intention being to guarantee that a word or expression in the quoted passage has been quoted verbatim. However, after consultations with experts in this regard, as well as with the supervisor of the study, it was

decided not to use "sic". The word sic would need to be inserted so many times that it would undoubtedly deform the quotation and distract the attention of the reader. In view of this decision, the researcher took special care to ensure that quotations used in this research are an accurate reflection of the verbatim words which were used by participants in an open-ended questionnaire. However, after formal approval from the school principals was sought, rapport was established with teachers in order to gather worthwhile data. Documents such as the learners' code of conduct, records of disciplinary problems and disciplinary measures taken by the schools, books, journal articles, case laws, classroom rules, school policies, parents and department involvement in addressing some serious disciplinary problems, were collected.   In this regard, documentary sources as part of triangulation were also used in this research.

In total, 12 teachers took part in the completion of an open-ended questionnaire. This consisted of three school principals, three heads of departments (HOD's), three senior teachers and three ordinary teachers from three senior secondary schools of the Sibbinda Circuit of the Zambezi region. Data was analysed according to Tesch's method of open coding in order to identify themes and categories.

The themes and categories that were identified during the data analysis process were compared with relevant literature to validate consistency. Deliberate attempts were made to connect the findings to existing literature on the themes under discussion. From the data collected, the following themes and categories which have a bearing on investigating teachers' experiences of learner discipline in senior secondary schools in Zambezi region of Namibia were identified through data analysis as indicated in Table 4.4 below.

Table 4.4: Themes and categories

Categories	*Themes(Clustered topics)*	*Topics*
Experience of learner discipline	Unruly behaviour	Bullying
		Fighting
		Disruption of classes

		Violation of school/classroom rules
		Sexual harassment
		Vandalism
		Disregard of authority
	Absenteeism	Discontinuation of class on and off
		Truancy
		Absconding from the class
	Neglect of school work	Incomplete school work
		Attending school without books
		Failure to do school work
	Late coming	Late coming to school
		Late coming to classes
	Healthy learning environment	Making noise in class
		Disturbing other learners
	Abolishment of corporal punishment	Learners take advantage to misbehave
		Impunity (lack of disciplining misbehaving learners
	Alcohol and drug abuse	Addiction to alcohol and drugs
	Learner's historical background	Single parents background
		Abusive relationship

		Family background

Categories	*Themes(Clustered topics)*	*Topics*
Importance of learner discipline	Conductive learning environment	Boosting the morale of learners and teachers Improves teaching and learning experience
	Good performance	Good academic results High pass-rate
	Classroom management and control	Promotes teacher-learner relationship Regulates the learners' behaviour
	Motivation	Encourages learning experience Self-respect Boosts discipline Self-esteem
	Mutual respect	Teacher-and –learner respect is improved
Consequences of lack of learner discipline	Suspension and Expulsion	
	Teachers leave the teaching profession	
	Disruptive behaviour	Reduce learners' ability to learn Aggression Disturbs classes Influences bad behaviour among other learners (Peer pressure)

	Poor discipline	Poor performance Skipping the classes Poor relationship between teachers and learners Leads to poor school results
	Promiscuous sexual activities	Immoral activities Unprotected sexual intercourse HIV/Aids and Std's school dropout- cohabitation (staying together) and early marriages. Teenage pregnancy

Strategies to improve learner discipline	Empowerment of the stakeholders	Teachers School disciplinary committee Learners representative council (LRC)
	Parental involvement	Addressing challenges at home Encouraging parental responsibility at home & school
	Stakeholders' involvements	Involve stakeholders such as: police, health officials (Doctors) social workers, pastors,

		teachers, counsellors, school board members, teachers, Ministry of Education, Arts and Culture
	Promote positive attitude	Encourage and reward good behaviour Modelling good conduct Teacher's leadership style
	Responsibility engagements	Involve learners in decision making, problem monitoring, identifying the problems/causes and problem solving.
	Good classroom control	Discipline with care Enforce strict rules and regulations Employ qualified teachers Learners' exchange Programmes in schools
	Enhanced Educational System	Revise discipline policy and school rules Improve pregnancy policy Review the education policy and learners' code of conduct

		Upgrade learners' enrolment criteria in schools

4.4.1 *Question* 1: What are your experiences as teachers with regard to learner discipline?

The findings of this research study, to a greater extent, in Namibian schools particularly at senior secondary schools in Sibbinda Circuit of the Zambezi region with regard to Question 1, above reveals that unruly behaviour , absenteeism, neglect of school work, late coming, healthy learning environment, abolishment of corporal punishment, alcohol and drug abuse and learner's historical background are eight (8) themes that emerged as experiences of teachers with regard to learner discipline in schools and the classroom.

4.4.1.1 *Unruly* behaviour

In this theme, most participants described unruly behaviour as the behaviour which is difficult to control. It is the behaviour which is not compatible with the behaviour that is acceptable in society (P1, P3, P4, P6, P7, P9, P10, and P12). For example, participant 1, a principal at school A commented that:

"Some learners tended to exhibit unruly behaviour as well as disruptive actions towards other learners, for instance, bullying, which resulted in violent actions"

According to participant 3, a senior teacher also at School A, asserted that:

"Some learners are disciplined whilst others are not. I further observed that the majority of learners who are in disciplined in the classroom are boys, whereas few girls are. The majority of those showing indiscipline in the classroom are from the informal settlement of Chotto and Cow boy".

Another participant 4, a teacher at school A also remarked that:

"According to my personal experience you will find that some learners can misbehave even in the presence of their teachers, some are just rude. Therefore, discipline is necessary in order to control circumstances like that, without discipline chaos may occur".

In this regard, participant 9, a principal at School C, remarked that:

"Learners have lost respect for the teachers. This problem has affected discipline negatively in schools. I think that because they don't respect teachers, they think that our school code of conduct is just a piece of paper and they won't do anything with it. They also think that they won't feel the pain if the school enforces the code of conduct on them".

Discussion

From the participants' responses, it seems that most schools experience unruly behaviour. This is so because participants mentioned that learners do not show respect for those in authority such as teachers. As a result, it becomes difficult to discipline such learners who seem to rebel against authority.

Oosthuizen, Roux and Van der Walt (2003:373) ascribe this problem to what they regard as an era of civil disobedience associated with the struggle for freedom and democracy. According to Rossouw (2003:413), learners have developed arrogance towards both teachers and parents and this is exacerbated by the overemphasis on children's rights. In this regard, Lilemba (2002:154) states that if a teacher cannot manage his classroom and his lesson, surely the learners will become unruly and cause disciplinary problems. Oosthuizen (2009:155) affirms these views and states that, in an orderly environment, discipline protects learners from unruly and undisciplined behaviour and it also protects them against their own words. In support of this, Oosthuizen *et al*., (2003:374) are of the opinion that the application of discipline should not be construed as solely a clampdown on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners. Lilemba (2002:154-155), further states that learners are also to blame for poor discipline in schools, because some learners deliberately disrupt the classes and school without any valid reason. Morris (2005:25-48) also points out that school officials tend to view the behaviour of boys as more threatening than of girls. Masekoameng (2010:28) affirms that boys are more violent at schools than girls, using both physical aggression

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and threats. Mwamwenda (2008:275) states that throughout life, people live in groups; the family, the school, the community are all groups of people. What would happen if within these groups everyone does what he or she wants? Surely there would be anarchy, chaos and unhappiness.

According to Diqiulio (2005:5), a chaotic classroom destructs learners, preventing them from attending, focusing and concentrating, wasting time and hindering the learners from achieving their educational potential. Gastic (2008:391) states that learners who are bullied are also more often absent from school.

Masekoameng (2010:18) affirms that, in reference to bullying, there are two styles of parental discipline in particular, namely punitive and rewarding. She says that many bullies at school come from homes where a punitive style of discipline is used and where aggression is seen as way of solving problems.

According to Masekoameng (2010:3), some of the common types of disciplinary problems that learners exhibit in schools today are; bullying, making rude remarks towards teachers, fighting, disruptive actions, vandalism, sexual harassment, constant violation of school rules, disregard of authority, to mention but a few.

Mokhele (2006:155) affirms this that lack of self-discipline seems to result in learners being very rude and disrespectful.

According to UNICEF (2008), shouting at children teaches them wrong values, shouting at a child or learner teaches them that it is acceptable to be rude. Therefore, teachers should remain in charge of classrooms and guide the learning process.

4.4.1.2 Absenteeism

This investigation revealed that disciplinary problems amongst learners such as absenteeism, truancy, and absconding, dodging classes, discontinuation of classes, and lengthy periods of absence from school are also reported by teachers in their respective schools (P3, P4, P5, P10 and P12). Participant 5, a principal of School B remarked that:

"The main problem I discovered at my school is the high rate of absenteeism".

With regard to truancy. Participant 3, senior teacher at School A, Asserted that:

"These learners are victims of absenteeism and dodging of classes during school hours".

In this regard, participant 4, a teacher also at School A pointed out that:
"The majority of our learners are indiscipline in areas such as truancy, class cutting and absenteeism".

Discussion

Mtsweni (2008:83) maintains that teachers often complain about unacceptable forms of behaviour such as disruption of schools by ill-disciplined learners, late coming in the morning and during the school day, truancy, a refusal to attend certain lessons, failure to do homework, failure to adhere to school policies and the flouting of authority. These forms of behaviour eventually seem to have a negative influence on the teacher's discipline too.

According to Temitayo *et al.*, (2013:8) absenteeism and truancy are the most serious disciplinary problems in secondary schools.

Masekoameng (2010:14) lists other types of misbehaviour which make the work of teachers difficult. These include:

- Missing lessons.
- Absconding classes, and
- Leaving class early.

Mtsweni (2008:83) affirms that, these problems contribute to the lack of teaching and learning because the teachers' programmes are disturbed and the learners' work is submitted late to the teachers.

In his analysis of the social aspects of truancy and absenteeism, Varma (in Masekoameng 2010:23) identifies the following social and economic elements as being present in the homes of children who are often absent from school:

- Families on low income.
- Families living in overcrowded conditions.
- Families living in poor standard housing.
- Poor material conditions within the home.
- Families where the children are abused.

- Families where the parents are passive, victims of an appalling environment and unsure of their constitutional rights.
- Families in which parental (both paternal and maternal) unemployment is a norm.
- Families at the lower end of the social scale; fathers typically being semi-skilled or unskilled.

4.4.1.3 Neglect of School work

The majority of participants complained about the fact that some learners either fail to submit their school work, submit their work late, submit incomplete work, attend school without books and they do not do their work at all (P1, P3, P4, P7, P10, P11). For example, participant 7, a head of department at School B remarked that:

"The main problems that we are experiencing at our school is that these learners don't do their work at all".

In-addition, participant 3, a senior teacher at School A stated that:

"The majority of our learners are indiscipline in areas such as learners neglecting school work".

According to participant 10, head of department at School C asserted that:

"Both teachers and learners find it very difficult to work well/effectively under these conditions of ill-discipline".

Discussion

These types of ill-disciplined behaviour, as stated above, seems to have a negative influence on the teachers' work and discipline and causes difficulties in the achievement of school objectives. According to Masekoameng (2010:13), recurrent disciplinary problems in Namibia include: disrespect, disobedience, leaving books at home and failure to do homework.

Mtsweni (2008:84) affirms the points above that schools have become dysfunctional because learners and teachers are unable to work effectively under conditions of ill-discipline.

4.4.1.4 Late coming

This investigation revealed that disciplinary problems amongst learners such as late coming to school and late coming to classes in the morning are also experienced by the teachers in their schools and these have a negative influence on learner's discipline (P1, P3, P5, P7, P8, P10 and P12).For example, participant 7, head of department at school B remarked that:

"Some learners arrives late at school, as a result they miss out on some lessons".

According to participant 10, head of department of School C:

"Late coming causes disciplinary problems, especially in the morning" she further said that:

"During the first period learners will knock on the door time and again and come in and out".

However, participant 1, a principal at School A asserted that:

"Most of them come to school so late, absenting themselves from school because they know that there is nothing that will happen to them – no corporal punishment".

Yet participant 8, a teacher at School B commented that:

"Nowadays learners come to school at any time they want. Late coming is a real problem at our school".

Discussion

According to Mtsweni (2008:84), such learners' behaviour disturbs the teachers and to some extent prevents learners from learning effectively. He further states that, in most cases, this type of late coming results in teachers having to repeat certain instructions or start the lessons all over again, which frustrates teachers and those learners who did not shirk their responsibilities and arrive in time for their classes.

Masekoameng (2010:3) states that, some of the common types of disciplinary problems that learners exhibit in schools today are: arriving late at school, missing classes, arriving late at

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classes, and making rude remarks towards teachers. Mokhele (2006:155) affirms that, it is also clear that teachers have to be a living example to the kind of discipline they expect from learners. Some teachers are not models of good behaviour because teachers are come late to the classes, bunk their lessons and even use unkind words.

4.4.1.5 Healthy learning environment

In this theme, participants described a healthy learning environment as the environment that promotes or enhances better learning, which includes absence of noise, and good or relevant teaching aids (P2, P3, P4, P5, P6, P7, P10, and P12).

According to participant 2, a head of department of School A commented that:

"My experience regarding discipline in the classroom/school are; it promotes a healthy learning environment. It makes learners feel free while doing their classroom works, it enables learners to do their classroom work and home works or assignments. It results into a good achievements of learners".

Participant 7, a head of department at School B asserted that:

Learner discipline of our school is not good at all. Some learners come to school and classrooms with dangerous weapons, this is not safe, how can we teach in such an environment? This is very difficult".

Participant 12, a teacher at School C remarked that:

"I really feel unsafe at our school. There are two boys who are giving us headache. They are always making noise. If you ask them to stop they refuse and I am afraid of them. I asked their parents to intervene but there is no improvement".

Discussion

According to Mtsweni (2008:50-51) a positive environment that is clean and healthy will contribute to a positive atmosphere throughout the school and classroom.

Hauwanga (2009:38) affirms that, teachers are expected to establish a safe, disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the teaching and learning process.

However, teachers and principals currently find themselves in a challenging and difficult situation. This is evident from the participants' responses in questionnaires, revealing that learners do not behave well at all and that they feel unsafe at their school; and of some learners who come to school/classrooms with dangerous weapons, this indicates that participants are not satisfied with the standard of discipline at their schools.

Temitayo *et al.,* (2013:10) affirm these views above that a lawless community raises unproductive society members. In the same vein, a lawless school environment promotes disciplinary challenges to the school principals and teachers and that learners in such schools disrespect their fellow learners, teachers and community members and engage in protests which promulgates violence, discrimination, harassments, bullying and intimidation, using of weapons, drugs, alcohol and tobacco. Rossouw (2003:14) also affirms that a harmonious work environment at school increases the chance of learners realising their full educational potential.

4.4.1.6 Abolishment of corporal punishment.

In this theme, most participants (P1, P2, P3, P4, P5, P10, P12) contestant the abolishment of corporal punishment.

The responses of the participants indicated their awareness that corporal punishment was banned in schools and yet it continues to be used. For example – participant 5, a principal at School B remarked that:

"Teachers are no longer allowed to beat the children/learners. If a learner is punished by the teacher and is seriously injured, parents can go to the police station and open a case against a teacher. No Principal or teacher is allowed to assault learners anymore".

However, participant 4, a teacher at School A voiced her frustration at the prohibition of corporal punishment:

"Since the banning of corporal punishment, we don't know what to do to the children/learners. They do what they want, they don't do their homework and assignment and there is nothing that

you can do. You try to involve the parents, but they will tell you that they also have a problem with disciplining learners at home".

In this regard, participant 10, a head of department of School C pointed out that:
"The only way to get the learner discipline right was using the stick (Corporal punishment).

Discussion

From the participants' responses as indicated above, it seems that learner discipline is a real problem in Namibian secondary schools and that teachers are aware that corporal punishment is against the law. This also indicates the challenges these teachers are faced with.

Following the changes of the education system, in 1990, the Ministry of Education in line with the Namibian Constitution, abolished corporal punishment in schools.

In terms of Article 8 (2) (b) of the Namibian Constitution (1990), "No person shall be subjected to torture or to cruel, inhumane or degrading treatment or punishment". According to the Namibian educational code of conduct for schools (1990), and Section 56 (1) of the Namibian Education Act, Act 16 of (2001:31), no corporal punishment may be administered in schools. In the case of Christian Education of South Africa vs Minister of Education 2000 (4) 54757 (cc): No parent may lawfully authorise or grant teachers permission to administer corporal punishment to his or her child. It is, therefore, illegal for anybody to apply corporal punishment in respect of any learner at a public or independent school. Parents may not give principals or teachers permission to use corporal punishment (Mestry & Khumalo 2012:104).

Moreover, the Department of Education (2000:7) and Mestry and Khumalo (2012:104) assert that corporal punishment does not nurture self-discipline in learners. Instead, it evokes feelings of aggression or revenge and leads to anti-social behaviour. Temitayo *et al.*, (2013:7) affirm these views and points that in this regard, learners disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration.

Mestry, Moloi and Mahomed (2007:99) affirm the above views that, the abolition of corporal punishment has, to a large extent, diminished the authority of teachers, because good discipline has been equated with corporal punishment. Morrel (2001:292) asserts that discipline has become a major problem, since effective alternatives were not immediately introduced with the

abolishment of corporal punishment in 1990. The Zero-tolerance approach to managing learner discipline could be seen as a replacement of corporal punishment in that it appears harsh (combron-mc cabe, Mc Carthy & Thomas 2004:94)

4.4.1.7 Alcohol and drug abuse

According to the participants (P1, P3, P8, P9, P10, P11, P12), alcohol and drug abuse by learners during school hours is another factor that is contributing to the general lack of learner discipline in senior secondary schools of Sibbinda Circuit. According to Participant 1, a principal at School A:

"Learners are not well disciplined, most of them are indulging in drinking alcohol and testing drugs. He emphasized that:"

"Learners who use drugs and alcohol are a real threat to both teachers and learners because they usually tend to become violent!"

Participant 3, a senior teacher at School A stated that:

"These learners take alcohol and drugs like (dagga) marijuana. This has been a belief in some of these learners that they are active in class and believe they can do better when they take drugs than being sober. She strongly emphasized that:

"These learners seem to be addicted and it is thus not easy to stop them."

However participant 10, a head of department at School C pointed out that:

"The learners spends a lot of time smoking and drinking."

Discussion

Teachers are always faced with the problems of alcohol and drug abuse in schools even if it is unlawful to bring into the school any form of intoxication, learners still claim that they can do it, and they eventually do it. This often happens under the influence of peers who play a very

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significant role during adolescence. The use of drugs such as dagga, alcohol, glue sniffing make a teenager acceptable to his or her peers. Further than that, such activities enable the learner to escape from the responsibilities of school life. Such eventually leads to the learner's lack of discipline. The learner begins to disrespect his or her teachers (Mkhize 2002:37)

According to Cheunyane (2008:5), alcohol and drug abuse have become an African problem with regard to Media reports on large quantities of alcohol and drugs been used by learners in schools and hostels. Mwamwenda (2008:378) states that, many African men, women and children use drugs and alcohol at various degrees; which affects their lives at home, at work and at school.

The use of alcohol and drugs is considered to have reached a level of abuse if the user continues using them, despite the fact that their use results in personal, social, occupational, psychological and physical problems (Mwamwenda 2008:382). For example, if a learner misses school or does not do his or her school work on account of being under the influence of drugs and alcohol, it means she or he is addicted to drugs and is abusing the use of drugs and alcohol. The impact of drug and alcohol usage extents to school learners who are known to perform poorly owing to the use of alcohol and drugs (Mwamwenda 2008:383).

According to Mtsweni (2008:85), drugs and alcohol abuse contribute to the lack of learner discipline in schools and has become a major cause of unsafe schools.

This perception is supported by Temitayo *et al.,* (2013:9) as they indicate that drug addiction is one of the most dangerous and most common school disciplinary problems.

Abused drugs include cigarettes, alcohol, heroine, marijuana, and smoking of herbs.

They also stress that there is a general moral decadence in this regard because many parents are also guilty of the same behaviour and are unable to instruct, correct, advice or guide children along the proper paths concerning the use of drugs.

4.4.1.8 Learners' Historical background

In this investigation, participants identified learners' historical background as a factor responsible for discipline problems amongst learners in their schools (P2, P3, P6, P7, P8, P9, and P12).

The participants had the perception that learners with discipline problems come from a family background where there is physical abuse, conflict and domestic violence. For example, according to participant 2, a head of department at School A:

''My experiences with regard to learner discipline is the fact that learners' historical background plays a pivotal role in this regard. Learners come with different behavioural backgrounds from

their homes. This stems from the fact that children had been brought up from different social settings. Some by single parents and others from abusive relationships by their biological parents or guardians. Such learners come to school with behavioural problems, they come as "rough diamonds" so to say and it's incumbent on the teachers to ensure that these learners are guided in a proper way".

Another participant 9, a principal at School C asserted that:

"Learners come from a situation where you know parents are no longer together because they fought and there's divorce, so this affects their education – they no longer concentrate in the school and sometimes they get angry with the teachers".

According to participant 7, a head of department at School B:

"It is only that we have a lack of support to implement it, especially on the side of the parents. These are parents of learners who break school rules and violate the learner code of conduct. Their children's misbehaviour tells you a lot about the types of families that they come from".

Another participant 12, a teacher at School C:

"Children's misbehaviour is caused either the child's behavioural disorder or the environment in which the child lives. Some children have inherent behavioural disorders which they acquired from birth and others live in areas where there are social problems like alcohol and drug abuse, crime and high unemployment rate. These social ills influences the behaviour of children where they get to school".

Discussion

In this regard, the responses of the participants indicate that learners' historical background plays a crucial role in a learner's present and future discipline.

Van Wyk (2001:198) and Mestry and Khumalo (2012:106) assert that parents can contribute to the development of problem behaviour in their children by failing to equip them with social skills and support by modelling appropriate behaviour. If discipline structures, routines and specific parental involvement were in place in the home environment, then the burden of disciplining the child in the classroom or school environment would be significantly lessened (Pienaar 2003:268).

Hauwanga (2009:10) states that disciplinary problems experienced in schools may have their origin in the family and society.

4.4.2 Question 2: What are your views as teachers regarding the importance of learner discipline?

The findings of this research study in Namibian Schools particularly at senior secondary schools in Sibbinda Circuit of the Zambezi region with regard to question 2, above reveals that conductive learning environment, good performance, classroom management and control, motivation and mutual respect are five (5) themes that emerged as views of the teachers regarding the importance of learner discipline.

4.4.2.1 Conducive learning environment

In this theme, some participants described conducive learning environment as the environment that promotes or enhances learning and teaching to effectively take place. It includes absence of noise, absence of disruptive behaviour and good teaching aids (P2, P3, P5, P8, P11, and P12). For example participant 7, a head of department at School B commented that:
"It promotes conducive learning environment where teaching and learning takes place unhindered".

Another participant 2, a head of department at School A stated that:
"The importance of discipline in the school/classroom is, it promotes a good learning atmosphere. The teacher also stated that it motivates learners to learn hard".

According to participant 12, a teacher of School C:
"It improves the teaching and learning experience of both learners and teachers and it also boost the morale of learners and that of the teachers".

Participant 5, a principal at School B mentioned that:

"Discipline fosters an orderly situation in which teaching and learning is feasible and it regulate the learners/child's behaviour for self-discipline".

Discussion

In the context of this study, a conducive learning environment refers to an environment that is free of any disruptive behaviour which mostly relates to behaviour or action by learners that may negatively affect their education or that may interfere detrimentally with the learning atmosphere in the classroom or any other activities (Rossouw 2007:395). To enable effective learning to take place, it is critical that a safe, secure and positive environment is created (Joubert & Squelch 2005:23). To this end, the Department of Education (2008:1) and Mestry and Khumalo (2012:97) assert that the school is committed to providing an environment for the delivery of quality teaching and learning by promoting the rights and safety of all learners, teachers and parents.

Temitayo *et al.,* (2013:10), state that every learner has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly.

According to Hauwanga (2009:46-47), an environment which is conducive to learning leads to an orderly classroom in which teaching and learning takes place. She further states that discipline creates a conducive environment which promotes positive change in learners' behaviour and it is also stressed that indiscipline does not promote learning.

Mtsweni (2008:31-32) also states that, discipline is linked with cleanliness, freedom and flexibility in dress, personal and social happiness of the learners in a school. This implies that learners have to attend a school where they feel free and happy, safe and orderly, providing an environment where learners can learn without disruption and disturbances. He is also of the opinion that effective teachers are able to create a classroom climate that is conducive to learning and characterised by mutual trust and respect. Temitayo *et al.,* (2013:10) affirm that, every school manager is committed to ensuring that schools provide a safe and orderly environment in which teaching and learning take place each day. They posit that safe and supportive school environments depend on learners, teachers and parents demonstrating mutual respect.

Mkhize (2003:3) affirms that teachers are faced with serious problems concerning learners' discipline in schools, while they have to teach, they have to maintain discipline in their schools.

They are faced with environments which are not conducive for teaching and learning. This is because learners have lost respect for authority, including that of teachers.

4.4.2.2 Good Performance

In this theme, participants described good performance as the performance that is expected from the learners in order to do their assignments, home work, test and examinations (P3, P5, P6, P7, P8, and P12). According to participant 3, a senior teacher at School A:

"Since learners portray good conduct, their scholastic achievement is enhanced and learners with learning problems can be easily assisted to catch up with their peers".

Participant 7, a head of department at School B remarked that:
"There by enhancing their performance in their school subjects. Discipline in the classroom and at school in general is the backbone of academic excellence".

Another Participant 5, a principal at School B asserted that:
"Learner discipline is very important at a school level because only well-disciplined learners pass with good results at the end of the year".

Participant 12, a teacher at School C stated that:
"It is important for learners to be disciplined in order for learners to be good learners and be able to pass examination at the end".

Participant 8, a teacher at School B indicated that:
"If there is discipline at school this will improve academic results of learners and that school will automatically have high pass rate".

Discussion

In this context, good performance is defined as the act of performing better. In other words, good performance is the basis of good achievement. Therefore, there can be no achievement without performance. Mkhize (2002:14) is of the opinion that good achievement and good performance

cannot be divorced from each other. Good achievement is as a result of good performance. In order for a child to achieve better results at school, he or she has to render better performance. Good performance, in this context, further encompasses all the activities that take place in a school situation. This does not only pertain to academic performance, it goes beyond academic performance. This goes as far as sporting and extra- curriculum activities such as music, cultural activities, soccer, netball, volley ball, karate, and many more activities that take place in a school situation. According to Mkhize (2002:147), it is hard for learners to obtain good performance in school where there is poor discipline. He further states that success, good achievement and good performance depend on the ability of the teacher to maintain discipline and order in school; and that good achievement by learners and learners' maximum potential are dependent upon a high level of discipline in achieving good work outputs. Mtsweni (2008:31) states that discipline and safety can be regarded as the primary factors for establishing quality instructional effectiveness of teachers and for the performance and achievement of learners. He further adds that, teachers and learners should have one common objective, namely good performance and attainment. Mtsweni (2008:35-36) further states that if there is a positive rapport between teachers and learners, learners are likely to cooperate, behave correctly, perform successfully and achieve good results in their studies. Discipline ensures good academic results (Mkhize 2002:34).

According to Smith and Pacheco (1996:163), a culture of teaching and learning in order to ensure good learner performance in schools is determined by, inter alia, the following factors:

- The learner and his personal characteristics which include his attitude towards learning.
- School related factors such as the management style of principals, school and classroom atmosphere and professional competence of a teacher.
- Discipline is demonstrated by both learners and teachers in the school and classroom.

It is thus of vital importance for teachers to understand all the factors that may help create a conducive atmosphere for learners to attain good performance in their school activities. The degree to which a culture of teaching and learning in schools becomes a reality depends upon the attitudes and behaviours of both learners and teachers in the classroom (Mkhize 2002:7)

4.4.2.3 Classroom management and control.

In this theme, participants described classroom management and control as an act or process of managing, controlling and supervising the teaching and learning situation. It is viewed as an

approach or strategy through which teachers succeed in accomplishing their lesson objectives (P3, P4, P5, P10, and P11). According to participant 3, a senior teacher at School A:

"Discipline in the classroom cannot be over emphasized. This is so because discipline in the classroom enables learners to focus on classroom activities".

Another participant 4, a teacher of School A remarked that:

"It is extremely important to place discipline in the classroom, to maintain order and sound management in a class". The teacher also indicated that:

"It also able teachers to manage, guide, organise and control his/her classroom property".

Participant 5, a principal at school B stated that:

"Discipline in the classroom is important because it control and manage the classroom activities. The teacher further states that, the other reason for discipline in the classroom is that, it reduces truancy among learners which may significantly reduce disciplinary problems".

Participant 10, a head of department at School C mentioned that:

"Discipline will help learners not to be involved in misconduct but focus on classroom activities and it regulates learners' behaviour".

Discussion

According to Doyle (2010:49) classroom management is an enterprise of creating conditions for learner involvement in curricular events, and attention is focused on the classroom group and on the direction, energy and flow of activity systems that organise and guide collective action in the classroom environment.

Many studies have demonstrated that not all teachers are successful in creating order and discipline in the classroom. For instance according to Roger (in Mokhele 2006:151), classroom management means the way in which individual teachers organise their approach to learning and how they organise the classroom as an aid to that process of learning. He further indicates that, it was discovered that newly qualified teachers often find classroom control the most demanding aspect

of their new profession. In managing discipline in the classroom, teachers have to remove other forms of punishment harmful to learner's self-esteem (Oosthuizen *et al*., 2003:466).

Mtsweni (2008:3) collaborates this view by stating that, many teachers find it difficult to enforce discipline particularly after the abolishment of corporal punishment, since discipline is often equated with corporal punishment.

Mtsweni (2008:21) further contends that classroom management can be regarded as directing and orchestrating all the elements of a classroom and classroom management encompasses all the activities that are required to support and fulfil the main purpose of the teaching and learning situation.

According to Bland Ford (in Mtsweni 2008:34-35) the management of discipline is central to effective teaching and learning. If teachers are unable to manage and control classes, they will be unable to teach. It was suggested that in- service training programmes should devote modules to discipline management because teachers very often get into classroom situations lacking relevant strategies to handle behaviour problems. Teachers need to be trained so that they can know what is available to help them manage their classrooms effectively and efficiently. Wolhuter (2009:172) states that, as schools become more diverse, pressure is put on schools, teachers and learners to find new approaches to manage diversity in a way that meets the needs of all learners.

According to Masekoameng (2010:5), the study therefore aims to identify management strategies which may assist teachers in curbing disciplinary problems at secondary schools. Masekoameng (2010:9) further indicates the following strategies which teachers and principals can employ to increase their involvement in classroom management, and to fulfil their position as instructional leaders, introduction, implementation and reinforcement of classroom management skills and establishing learner responsibility.

4.4.2.4 Motivation

In this theme, participants described motivation as an internal state that arouses, directs and maintains behaviour (P3, P5, P6, P7, P8, P10, and P12).

According to participant 3, a senior teacher at School A:

"Disciplined learners can be easily handled and directed since they are motivated and have respect, self-respect, and self-esteem and become self-actualised. They are able to work independently without being pushed".

Participant 10, a head of department of School C stated that:
"A Disciplined learner is self-motivated. He/she knows why she/he came to school. He/she does not involve in things that will disturb his/her school activities. Since this learner is motivated and disciplined he/she is punctual, hard worker, always present, does his/her work within the given time frame".

Another participant 5, a principal at School B remarked that:
"Disciplined learners motivate teachers to work hard at the school level".

Yet another participant 12, a teacher of School C added that:
"Learner discipline motivates teachers to work hard because they feel secured and safe working with disciplined learners".

According to Mkhize (2002:38), the effectiveness as well as success of learning in a school and classroom situation rests upon motivation, which is of course a result of discipline by both the teachers and the learners. If the learners in class are motivated, they participate and co-operate meaningfully (Van Rooyen 1993:87)
According to De Witt (1993:20) motivation is the speck which includes action and influences the direction of human behaviour.

Participant 7, a head of department at School B asserted that:
"It motivates learners to learn hard. It also influences learners to self-respect and that of others and the teachers".

Discussion
Manday (2008:2) states that all teachers face the challenges of motivating learners to learn and behave better and that the concern of teachers is to fend ways and means of making learners attend

and respond to learning tasks so that learning itself becomes a source of motivation. Mwamwenda (2008:231), points out that motivation is also used to refer to external stimuli, either positive or aversive, used to make individuals engage in certain behaviour. For example, motivation may be used to ensure learners complete an assignment, listen to directions, or take part in a physical activity and eventually perform that desired activity alone. Therefore, motivation is an energizer or driving inner force, a desire or an urge that causes individuals to engage in certain behaviour. Motivation is usually defined as an internal state that arouses, directs and maintains behaviour (Woolfolk 2001:372).

According to Woolfolk (2007:371), most teachers agree that motivating learners is one of the critical tasks of teaching.

Woolfolk (2007:375) affirms that most of us move backward and forth among different types of needs and may even be motivated by many different needs at some time.

Psychologists hold the view that not all learners are motivated to learn, which therefore makes it incumbent upon teachers to motivate them in learning activities (Mwamwenda 2008:231). Even when learners are motivated, their level of arousal lies on a continuum, ranging from low arousal to medium and high arousal" (Mwamwenda 2008:231). . If we wish to create good thinkers, we need to understand academic motivation better and consider new ways of restructuring schooling to enhance rather than destroy academic motivation.

The researcher agrees with Mwamwenda (2008:242-243) where he says "Teachers' success in the classroom depends on how well they apply the principles of motivation in their teaching". Therefore, teachers should see to it that in whatever they do, learners are able to experience some success, sense of achievement and levels of competence. This is so because, according to Manday (2008:4) people are said to be extremely motivated if what they do is in expectation of approval, praise, a reward, and a certificate.

4.4.2.5 Mutual respect

In this theme, participants described mutual respect as the standard of discipline expected between learners, learners and teachers and other stakeholders in education and the society at large (P1, P2, P4, P5, P6, P7, P8, P10, and P11)

According to participant 1, a principal at School A:

"Discipline is important in school/classroom because where there is discipline mutual respect between the teachers and the learners and between the learners themselves is possible".

Participant 5, a principal at School B stated that:
"Discipline promotes mutual understanding for teachers and learners and it creates opportunities for learners to learn together".

Another participant 2, a head of department at School A remarked that:
"The importance of discipline in the school/classroom is ... it also influences learners to self-respect and that of other learners and the teachers".

Yet another participant 8, a teacher at School B indicated that:
"The importance of discipline is that it controls the behaviour of individuals, and practice mutual respect among learners and teachers".

Participant 10, a head of department at School C asserted that:
"Discipline encourages learning experience, and mutual respect between learners and teachers and also learners and learners, and teacher-learner relationship is improved".

Discussion

According to Wolhuter *et al.,* (2007:248) learners have the right to an educational experience in which they feel valued and respected, where teachers and peers clearly and actively support their development and learning, and where they feel free from fear, threats and harm.

Mokhele (2006:156) states that today's learners will not accept a parent or authority figure (i.e. teacher) who does not respect them. Therefore, every teacher has to create an environment in which each learner is guided towards an attitude of caring and respect for other learners. Respect in a pedagogic situation therefore means mutual respect between the teachers and the learners. Mutual respect in education depends on respect for diversity at all levels of education. This means respect between teachers and learners, between learners and learners, between teachers and those in authority and between schools and their communities.

Mkhize (2002:77) also states that every human being is characterised by dignity, be it a child or adult. It is thus fair that respect is enunciated between learners and teachers in the pedagogic situation. Respect in a pedagogic situation therefore means mutual respect between the teachers and the learners. If respect between the teachers and learners is maintained, appropriate teaching and learning is likely to take place, because the two parties will always be prepared to listen, tolerate and value each other for the scholastic achievement of the learner. According to Mtsweni (2008:32), effective teachers are able to create a classroom climate that is conducive to learning and characterised by mutual trust and respect.

Mokhele (2006:156) further states that teachers encourage mutual respect and dignity in the classrooms by the following means:

- Involving learners in establishing classroom policies.
- Allowing learners to take leadership roles.
- Role modelling the expected behaviour.
- Respecting learners.
- Involving parents, peers and other teachers closer to the learner.

4.4.3 Question 3: How do teachers experience the consequences of lack of learner discipline in senior secondary schools?

The findings of this research study, to a greater extent in Namibian Schools particularly at Senior Secondary Schools in Sibbinda Circuit of the Zambezi region of Namibia with regard to Question 3, above reveals that expulsion and suspension, teachers leave the teaching profession, disruptive behaviour, poor discipline, and promiscuous sexual activities are five (5) themes that emerged as teachers experience, with regard to the consequences of lack of learner discipline in senior secondary schools.

4.4.3.1 Expulsion and suspension

In this theme, participants revealed that suspension and expulsion are some of the methods used at their schools as disciplinary measures for major and minor misconducts (P1, P2, P5, P8, P10, and P12). For example, according to participant 8, a teacher at school B:

"Last year at our school some (boys) male learners were arrested and expelled from school after they had raped and sexually assaulted one of our female school teachers in a school toilet".

Another participant 10, a head of department at School C asserted that:

"At our school some of learners have been suspended for minor offences and some are even expelled for major misconduct such as violence, possessing of weapon on the school premises and using/possessing alcohol and drugs at a school and hostel premises".

Yet another participant 1, a principal at School A stated that:

"Most misbehaving learners faces the consequences of suspension and expulsion to scare other learners not to do the same".

Participant 5, a principal at School B commented that:

Due to lack of learner discipline, we have adopted a zero tolerance approach at our school, and learners, teachers and parents are all aware of the rules and regulations of suspension and expulsion".

Discussion

Among the most widely used disciplinary measures in schools are expulsion and suspensions. Typically, expulsions are imposed for engaging in violence, stealing or vandalizing school or private property, possessing a weapon, possessing or using drugs or alcohol, causing or attempting to cause physical injuries to others, engaging in criminal activity or other behaviour forbidden by state laws (Combron – Mc Cabe, Mc Cathy & Thomas 2004:231 – 232)

According to Hauwanga (2009:23), in schools suspension and expulsion is the central focus of a zero-tolerance approach. This system applies pre-determined sanctions to both minor and serious misbehaviour. Hauwanga (2009:23) further states that both teachers and learners are aware of the applicable rules and procedures from the beginning of the school year; thus no excuse is accepted

for breaking the school rules, whether minor or major. Van Wyk (2001:198) and Mestry, Moloi and Mahomed (2007:106) argue that many teachers in Namibia have limited knowledge of disciplinary strategies and therefore most disciplinary measures tend to be reactive, punitive and humiliating rather than corrective and nurturing. The use of other punitive measures and strategies to maintain discipline in schools, such as learner suspensions and expulsions, without due process has been severely curtailed and in some cases even declared unconstitutional (Squeleh 2007:7).

Oosthuizen *et al.,* (2009:19) affirm that true educational discipline is primarily directed at the future while suspensions expulsions are directed at the past.

Furthermore, suspension and expulsion as forms of discipline are mainly retributory, and the aim of the improvement of behaviour does not feature prominently.

Fuentes (2003:17-20) indicates that every year more than three million learners are suspended and nearly 100 000 more are expelled from kindergarten up to Grade 12 in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools.

Rosen (1997:51-52) and Masekoameng (2010:13) distinguish the following ten types of disciplinary problems which may lead to a learner's suspension, namely:

- Defiance of school authority
- Class disruption
- Truancy
- Fighting
- The use of profanity
- Damaging of school property
- Dress code violations
- Theft, and
- Leaving the campus/hostel without permission.

The other common types of disciplinary problems experienced in American schools, as mentioned by Donnelly (2000:1-3), includes fights, insubordination, little support for teachers, a general climate of disrespect, and destruction of the administration.

According to the researcher's point of view, the types of disciplinary problems mentioned above are the ones experienced in everyday teaching in Namibian secondary schools. Through the open-

ended questionnaire and extensive literature review (studied), the researcher learned that disciplinary problems are almost the same in the different schools, although the intensity may differ from school to school. This is the reason why authors in many parts of the world keep on mentioning the same types of disciplinary problems. Zimba (1996:186-214) indicates that misbehaviour in a number of schools in Namibia inhibits optional teaching and learning. Recurrent disciplinary problems include disrespect, disobedience, fighting, class disruption, leaving books at home, and failure to do homework.

According to Lilemba (2002:174), suspension must be viewed as a drastic punitive measure, and as one which is only to be applied after a serious offence and after all other measures have failed. This method is clearly elaborated in education guidelines in this country. The school board can only recommend the suspension of an offending learner, but the final decision should come from the regional education office. On the issue of expulsion, the final decision should only come from the permanent secretary of the Ministry of Education, Arts and Culture. The researcher is of the view that this procedure does not happen in some schools. It is disturbing to note that most of the suspensions and even expulsions are carried out unilaterally by school principals, without the knowledge of the education authorities. Such practices are not allowed by the education authorities and should therefore be stopped.

Suspension of learners from state school or hostel.

According to Section 57 (1) of the Education Act, Act No 16 of (2001:31), if the principal of a State School has reason to believe that a learner at that school or accommodated in a hostel of that school is guilty of misconduct, the principal may charge the learner in writing with misconduct. (2) The principal may suspend a learner from school or hostel or both at any time before or after the learner is charged with misconduct under subsection 1 above, pending the conclusion of the disciplinary hearing in terms of subsection (6).

Section 57 subsection 3 states that, a learner may be suspended only if:
   (a) The nature of the misconduct dictates that the learner be removed from school or hostel.
   (b) The possibility exists that the learner may interfere or tamper with witnesses or evidence; or

(c) It is in the interest of the school or hostel community or public interest.

Expulsion of learners from state school or hostel:

According to Section 58 (1) of the Namibian Education Act, Act No 16 of (2001:32) the Permanent Secretary within 14 days of receipt of the recommendation of the school board and all documents submitted to the Permanent Secretary in terms of Section 57 (7) (c) and after consideration of such recommendations and documents, may expel a learner from the State School or hostel.

4.4.3.2 Teachers leave the teaching profession

In this investigation, some participants revealed that teachers leave the teaching profession due to lack of discipline in schools (P1, P3, P5, P7, P8, and P10). For example;

According to participant 8, a teacher at School B asserted that:

"Due to lack of discipline in schools some teachers are forced to leave the teaching profession".

Another participant 1, a principal at School A commented that:

"Learner misbehaviours have negatively impacted on other teachers moral and many teachers are resigning".

Yet another participant 7, a head of Department at School B remarked that:

"Learners are assaulting teachers, this results teachers leaving the profession and you will find that school performances, results are seriously affected every year".

Participant 12, a teacher at School C stated that:

"Lack of learner discipline is affecting us badly, I don't see any future in teaching, and I might be leaving the profession at any time".

Discussion

Teachers are expected to establish a safe, disciplined and purposeful school environment dedicated to the improvement and maintenance of a quality teaching-learning process (Ministry of Education

and Culture 2004:2). However, teachers, heads of departments and principals are currently finding themselves in a challenging and difficult situation. This is evident from the responses revealing that learners do not behave well at all. Some teachers leave the profession and some intend to leave the profession very soon. This indicates that participants are not satisfied with learner discipline in their schools. Lilemba (2002:158) states that, with the deterioration of discipline in schools, many teachers have decided to give up and leave the profession. This is not the best solution. He further states that, professional teachers should face the challenges in the profession and confront the situation as it demands. If we decide to leave the profession because of the perceived unruly behaviour of learners, then we have failed to live up to the challenges of our profession. According to Karsenti and Collin (2013:141-142), it is increasingly evident that some teachers deal with more and more challenges and problems, until the only option is to abandon the profession. They further stated that, management of difficult classrooms, unsatisfactory workplace conditions, and difficult learners are some of the factors for teachers leaving the profession. Salifu and Agbenyenga (2012:55) report that learner indiscipline causes much stress in teachers thereby causing some to resign from their profession. Namibia is losing many of its teachers to other sectors within the economy (Iyambo 2012). Those that are leaving are not easily replaced because not enough academically able students are attracted to the teaching profession.

According to the Ministry of Education Report (2010) the attribution rate has also been recorded in the Khomas Region where schools are better equipped and yet teachers also leave the profession as in other regions.

Iyambo (2012) admitted that the exodus of teachers was mainly caused by poor working conditions, lack of accommodation, lack of transport and low salaries. Namibian teachers went on an illegal strike in November 2012 demanding better working conditions and a substantial salary increase. The government awarded an eight percent increase, at which point teachers reluctantly returned to classes.

According the Ministry of Education Report (2012) and the comments of the late Minister of Education, Dr Abraham Iyambo, and Namibia will face a huge shortage of teachers. Iyambo stated that the country is losing teachers, that they are leaving the teaching profession for greener pastures and that this issue is further exacerbated by the fact that there are not enough students being attracted to the teaching profession. This situation has been worsened by the number of trainee teachers who are leaving the Teacher Education Development Programme because they do not

have scholarships. Amutenya (2016:4) states that, the fact that so many qualified teachers are leaving the teaching profession, it contributes to the shortage of teachers and that learners in schools do not receive quality education.

Karsenti and Collin (2013:146) emphasize that "University teaching programs also contribute to teachers leaving the teaching profession because they do not adequately prepare new teachers for the reality of their job".

This has been supported by Fullan (2007) who sates that teacher training does not equip teachers for the reality of the classroom. Groasmun, Hampton and Hermann (2006) also outlined that many new teachers find that they are unprepared to cope with teaching problems, discipline, difficulties with parents, and lack of sufficient or appropriate teaching materials and as a result they leave the teaching field. Kirby and Grissmer (1993) stated that teachers usually exit the profession if their experience in the classroom is not satisfactory.

Yahaya, Ramli, Ibbrahim, Rahman and Yahaya (2009:66) also indicated that "teachers subjected to abuse or intimidation, report experiencing fear for their safety, lack of sense of dignity at work, intense feeling of anger, humiliation or shame, isolation and depression". Thus, this may drive them away from the profession to look for other careers where they experience job satisfaction.

Subbiah (2004:9) in her position as a teacher at a secondary school in KwaZulu-Natal, indicated that she had first-hand experience of teachers who were faced with tension and problems in managing discipline in the classrooms. This was driving young teachers out of the profession by droves. Hayward (2003:11) indicates that it saddens him to hear how learners talk to young teachers these days; showing them no respect. He refers to it as the "right syndrome", which places constraints on teachers, and may cause them not to last very long in the profession. Wilson (2008:225) confirms that if teachers do not have positive relationships with their learners, it effects their job satisfaction, and eventually also learner outcomes.

4.4.3.3 Disruptive behaviour

In this theme, most participants identified disruptive behaviour as a problem at their school and classrooms (P3, P4, P5, P6, P7, P10, and P12)

According to participant 10, a head of department at School C:

"If the learner finds that his/her misbehaviour has led to recognition of his/her peers or that the teacher can be manipulated because he/she is "soft" allowing him to escape the consequences of his/her actions, then a teacher can be sure that he/she will misbehave again".

Participant 3, a senior teacher at School A stated that:

"If the approach to discipline is not thoroughly considered, it may result in negative behaviour of learners and this is likely to create chaos".

Another participant 12, a teacher at School C added that:

"They disrupt classes and if the teacher is not strong enough to control the situation learning and teaching can be completely disrupted".

In addition, participant 5, a principal at School B asserted that:

"Some disciplinary actions make learners to be aggressive, especially when disciplined before classmates".

According to the Bible, a child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings (Rossouw 2003:419)

Rossouw (2003:419) mentions that man fell into sin at the beginning of human kind and this explains the presence of misconduct, deviant behaviour, and disciplinary problems in the lives of human beings.

According to Masekoameng (2010:25) learners misbehave badly in class because they need special attention, want to be leaders, and want to be left alone, or want to hurt others as they have been hurt. Rossouw (2003:423) mentions that some learners play with cell phones in class, and when the teacher confronts them they start acting aggressively to impress their classmates. Rossouw (2003:425) further indicates that some learners have a negative influence on others. For example, a group of learners may admire and imitate individuals who are unruly and arrogant. This is typical behaviour of adolescents in secondary schools.

Mabeba and Prinsloo (1999:35) share the same sentiments where they indicate that the main reason why learners misbehave can be summed up as wanting attention, desiring power (influence and

intimidation), revenge (retaliation and vendettas), and a display of inadequacy (frustration and pain). The two authors believe that those emotional problems may be aggravated by a number of factors, such as the family and the learner's home circumstances, the influence of the peer group, the school organisation and school climate, the relevance or lack of the curriculum, the personality and qualifications of the teachers, the teachers' teaching styles, and more.

Yet another participant 7, a head of department at School B remarked that:
"Lack of learner discipline in school reduces learner's ability to learn".

Discussion

Schools face a number of challenges related to disruptive and antisocial learners. The behaviour of these learners interferes with learning, diverts administrative time, and contributes to teacher burnout (Kendziora & Osher 2009). According to Doyle *et al*., (2010:48) schools typically respond to disruptive learners with external discipline, which consists of sanctions and punishment such as office referrals, corporal punishment (even though outlawed), suspensions, and expulsions. Hauwanga (2009:14) states that, poor grades, learning problems, the inability to attain some measure of success in completing school assignments and the pressure to meet university or college entrance requirements, may cause disruptive behaviour. Disruptive behaviour includes any behaviour or conduct that interferes with or disrupts the learning process in the class (Lekganyane 2011:18). This form of behaviour includes noisemaking, the refusal to cooperate, showing off, uncontrolled behaviour, storming out of the classroom, taking alcohol to school, abusive language and shouting while the teacher is speaking.

According to Lekganyane (2011:18), the learners who demonstrate disruptive behaviour make it impossible for the teachers to teach properly or to pay the necessary attention to learners and it affects the entire environment in the classroom. Rossouw (2003:45) claims that teachers have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Stating that the over-emphasis placed on learners rights may cause an "I don't-care attitude" and a lack of regard for the teacher's role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. According to Mesty *et al*., (2007:100) some learners tend

to be aggressive towards others, usually on the playground, and that bullying had become a serious issue in the school. They also felt that aggressive behaviour is often learnt in the home environment. Curwin and Mendler (1998:5) and Mestry *et al.,* (2007:101) have pointed out that schools are a mirror image of what transpires in society; this includes out of-school causes of disciplinary problems, such as violence in society, the effects of the media, such as television, and the lack of a secure family environment. If it is indeed so that schools reflect society at large, then few people will disagree that the Namibian Society can also be described by some of the themes of this study. The researcher argues that a zero-tolerance approach could be effective in disciplining learners for violation of school rules falling within the category of disruptive behaviour. Mwamwenda (2004:275) and Hauwanga (2009:25) mention other ways of avoiding disruptive behaviour in classroom are:

- If a learner does not do his or her assignment, and the teacher's attempt to change such behaviour is unsuccessful, he or she should bring the problem to the attention of the principal and the learner's parents.
- If a learner misbehaves in class, give him or her a long look to show that you are displeased with his or her behaviour, simply draw the learner's attention to what is going on.

4.4.3.4 Poor discipline

This investigation revealed that poor discipline is the most serious problem in their schools leading to poor school results. Based on the responses from participants, it was stated that discipline has both positive and negative consequences on learner's performance (P1, P3, P4, P6, P8, P10, and P11). For example, according to participant 11, a senior teacher at School C:

"Poor discipline leads to poor performance"

The participant emphasized that:

"Learners who are undisciplined are performing poorly in most cases and their learning process is always disturbed".

In addition to that: Another participant 7, a head of department at School B remarked that:

"Undisciplined learners devote most of their time to unnecessary things and rarely concentrate on their own education" Furthermore*," undisciplined learners disrupt the teaching and learning process and their academic performance suffers"*

Yet another participant 4, a teacher at School A asserted that:
"Poor discipline creates poor relationship between teachers and learners and this will also lead to poor school results"

Participant 1, a principal at School B commented that:
"Due to poor discipline some learners are skipping their classes' He further stressed that: *"poor discipline/indiscipline does not promote learning"*.

Discussion

The participants expressed their views that learners who displayed disruptive behaviour were also academically weak and often performed at their worst when they had to demonstrate learning out-puts. According to Mestry *et al.,* (2007) learners whose academic performance is poor also have a tendency to be inattentive and restless in the classroom. Poor learner behaviour is often the result of learners looking for attention.

Curwin and Mendler (1998:5) found that the behaviour of learners out of school correlates with their behaviour at school. They further state that disciplinary problems such as violence in society, the effects of the media and the lack of a secure family environment, do impact negatively on learners' behaviour at school. Hauwanga (2009:46) states that poor discipline leads to poor performance. She also emphasized that learners who are undisciplined perform poorly in most cases and their learning process is usually disturbed. In addition, undisciplined learners disrupt the teaching and learning process and their academic performance suffers. Mwamwenda (2004:276) advices that teachers should address the causes of indiscipline, and not just the visible behaviour.

Masekoameng (2010:59) states that young teachers were worried about many aspects of teaching, including poor learner discipline, and that made them consider leaving the profession.

In a study conducted in England and Wales, it was found that young teachers had deep concerns about the levels of stress they would have to face, and that poor learner discipline was the third out of 20 factors why teachers wanted to leave the profession (Rhodes, Nevill & Allan 2004:75). Lewis (in: Mosekoomeng 2010:63) agrees and indicates that some teachers do not know how to control poor learner behaviour. Such teachers handle disciplinary problems in an unpleasant manner. For example, they become sarcastic or lose their self-control, and scream at the learners. Mkhize (2002:20) stresses that, poor discipline, for instance will probably result in undesired consequences.

Smith (1996:36), Sqwebela and Lemmer (1994:14) and Mkhize (2002: 36) view the following as the main factors contributing to poor discipline in schools:

- Political instability
- Learners themselves
- Inadequate school management, including teachers and curricula
- Violence
- Lack of resources such as text books, chairs and desks.
- Overcrowded classrooms
- Family disintegration
- Boring and meaningless education to learners
- Lax discipline in many schools

Naong (2007:295) concluded that teachers felt unhappy and helpless when it came to the challenge of lack of learning discipline. According to Section 59 (1) of the Namibian Education Act, Act No 16 of (2001:3) the Principal of a State School must ensure that the parents of each learner is provided with regular reports in writing on the academic progress, general behaviour and conduct of the learners.

4.4.3.5 Promiscuous Sexual activities

This investigation revealed that promiscuous sexual activities are also a very serious problem affecting learners at their school (P3, P4, P6, P8, and P12). For example, according participant 3, a senior teacher at School A:

"They are involved in immoral activities, such as stealing, smoking cigarettes and drugs, drinking alcohol and even many relationships. They get infected with HIV/Aids and STD's because of peer-pressure".

Participant 4, a teacher at School A asserted that:
"Learners drop out of school because of the husband/ staying together boyfriends who doesn't matter about the school work of the learner"
She further asserts that:

"Some of the ill-disciplined learners are good learners in terms of passing, but due to the environment and peer-pressure they tend to be misled and at the end of the day the learner becomes involved in unprotected sexual intercourse which leads to the learner being infected with other diseases such as HIV/Aids or becoming a criminal or a troubled person".

Another participant 8, a teacher at School B commented that:
"At our school, girls drop out of school due to cohabitation (staying together/ and end up in early marriages"

Yet another participant 12, a teacher at School C added that:
"Many learners are infected with HIV/Aids, as a result they are absent from school for longer periods (days) due to illness"

Participant 6, a senior teacher at School B commented that:
"Many young girls at our school fall pregnant due to cohabitation (staying together with boyfriends). Teenage pregnancy is a problem at our school as late coming".

Discussion

In this investigation, participants also revealed that many young girls at their schools fall pregnant when they are still at school.

The former Mister of Education, late Dr Abraham Iyambo (Ministry of Education 2011:2) states in his foreword that *"The high rate of learner pregnancy has been a problem in Namibia for many years. The need to address the issue of learner pregnancy is critical. Action is required from national, regional and local levels. Together we must work together to ensure that our children, and our children's children, are able to receive the education they need and deserve."*

Education Act 16 of (2001) states that it is the responsibility of the Ministry of Education to establish and maintain hostels, teachers' resource centres, school clinics and other facilities which may be necessary for the benefit of learners and teachers in attendance at State Schools and Classes Such facilities would include the provision of amenities for pregnant learners and learner-parents.

Education for All, refers to an international commitment adopted at a world conference held in Jomtein, Thailand in 1990 which includes the good of "eliminating gender disparities in primary and secondary education"

In Namibia, one of the national strategic objectives to advance this goal is to decrease the rate of dropouts due to pregnancy and motherhood amongst school girls.

With regard to the female learners who become pregnant, the education sector policy for the prevention and management of learner pregnancy (2011:18-19) states that, the school shall facilitate the referral of the pregnant learner, through the learner's parents or primary care giver to a health clinic. The pregnant learner should be encouraged to provide medical reports to the principal. A pregnant learner must provide a medical certificate from a health care provider certifying that it is safe for her to continue with her schooling if she wishes to stay in school beyond 26 weeks (6 months) of pregnancy. Any medical information provided by the learner to the principal shall be kept strictly confidential in order to protect the learner's right to privacy.

Mtsweni (2008:86) affirms that, whenever possible, and as soon as possible, pregnant learners should be referred by the school to health clinics or centres, and these clinics and centres should provide to the schools, on a regular basis, with records of attendance. Health professionals should provide advice to the learners regarding termination of pregnancy options and any other necessary information.

Even though the pregnancy of certain learners and the ill-disciplined behaviour that results from it may affect other learners, such learners may not be prevented from attending school. Mtsweni (2008:86) further affirms that, although pregnancy in itself is not necessarily an indication of

indiscipline, the fact that so many young girls fall pregnant may be a symptom of a promiscuous lifestyle which undoubtedly has a bearing on school discipline. Amongst other things, this also has an influence on their ability to attend school, submit their school work timeously and to learn effectively. According to the participants, many learners are infected with HIV/Aids, as a result they are absent from school for lengthy periods of time due to illness and in many schools learning is disrupted when learners get ill. As indicated earlier, absenteeism is a contributing factor to the general lack of learner discipline in certain schools.

The Ministry of Health and Social Services (2009:1) states that HIV/Aids prevalence in Namibia is among the highest in the world. According to Brunette (2011:186) HIV/Aids is taking its tall at all levels in the Namibian Society. Although we do not at this stage know exactly the extent of the effects of this pandemic on the education system as such, we can already see the detrimental effects. It affects all stakeholders involved in education. Hauwanga (2009:48) states that many people in Namibia are infected with HIV/Aids and some learners might be infected as well.

Brunette (2011:186) further states that, the disease infects many learners in Namibian schools. Recent studies show that three out of ten learners are infected. This figure is considered to be conservative, as many learners do not visit clinics or hospitals. Several reasons for this high figure are: drug substances and alcohol abuse, traditional, social and cultural patterns, and blood transfusions.

However, the main reason is sexually active teenagers who do not know how to take appropriate preventative measures, using contraceptives and other methods. Many teenagers are not abstaining from sex before marriage, and therefore have more than one sexual partner before marriage, if they marry at all (World Health Organization 2012).

Brunette (2011:186) stresses that the effects on infected and non-infected learners are disastrous. Infected young Namibians still have to learn at educational institutions about the basics of life and to be trained in specific job categories.

They are the leaders of tomorrow, which means that many leaders will be lost because of the absence of medicine that can cure the disease. Learners get ill while at school, causing poor concentration and motivation levels, regular absenteeism and a low self-esteem.

Learners eventually leave school permanently, causing the dropout figure to rise (Mwamwenda 2008:163). Brunette (2011:188) suggests that, education authorities must seek national and

international support and help and no discrimination against learners with HIV/Aids may be allowed.

People should be made aware of proper medicine and nutrition. But, most importantly, people should be taught to abstain from sex outside of marriage, to be faithful to one sex partner and do away with cohabitation (staying together) which leads to early marriages (Brunette 2009:236-237; Ministry of Health and Social Services 2009; UNESCO 2003:302; Steyn & Wolhuter 2008:140; Shirungu & Libuku-Sibalatani 2014:77). Recent research has shown that the HIV/Aids pandemic causes much stress and anxiety amongst learners, especially those who have tested positive (Brunette 2011:106). It must be kept in mind at all times when instilling discipline at school that an infected person cannot always be treated in the same way as an uninfected person (Ministry of Health and Social Services 2009:35)

According to Kangootui; (2016:1) the United Nations population Fund (UNFPA) country representative Mr Dennia Gayle told the Namibian News Paper that, lack of resources might also force girls to become involved in sexual activities in an effort to get material needs and food. The United Nations Population Fund (UNFPA) released these statistics in commemoration of world population day, celebrated on 11 July every year. The recent UNFPA report revealed that more than 46 000 teenagers fell pregnant in 2013 alone and about 127 Namibian teenagers fall pregnant daily. On the same note, Education Minister Katrina Hanse - Himarwa said teenage pregnancy is a societal problem. She further said that "*It has been a challenge, and there has been an outcry against the current policies which have been put in place to address, manage and control teenage pregnancies. She further agreed with the report that most of these pregnancies are from rural areas and that the supervision of learners and teenagers must be strengthened.*"

4.4.4 Question 4: Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

The findings of this investigation, to a greater extent in Namibian schools particularly at Senior Secondary Schools in Sibbinda Circuit of the Zambezi Region with regard to Question 4, reveals that empowerment of the stakeholder, parental involvement, stakeholders involvements, promote positive attitude, responsibility engagements, good classroom control and enhanced educational

system are seven (7) themes that emerged as strategies to be implemented by teachers to improve learner discipline in senior secondary schools.

4.4.4.1 Empowerment of the stakeholders.

In this investigation, participants identified empowerment of the stakeholders as one of the strategies to be implemented by teachers to improve learner discipline in their schools (P1, P4, P5, P6, P7, P10, and P12). For example, according to participant 12, a teacher of School C:

"Teachers should be empowered to enrol or admit their own learners from Junior Secondary Phase this will help because learners are known by their teachers from grade 8-10".

Participant 5, a principal at School B stated that:

"Empower the school disciplinary committee, learners' representative council (LRC), and C loss captains".

Another participant 7, a head of department at School B commented that:

"Empower learners' representative council (LRC) and class captains to solve problems at school".

Yet another participant 1, a principal at School A remarked that:

"Empower teachers to implement Corporal punishment to undisciplined learners".

Participant 6, a senior teacher at School B added that:

"Empower LRC and class captains"

Discussion

Following the change of the education system, the Ministry of Education in conjunction with the constitution, abolished corporal punishment in schools. Various alternatives to corporal punishment need to be applied in schools by all teachers since a learner needs to be disciplined or

shaped to comply with the rules and social interaction and to develop his or her academic abilities to the fullest (Hauwanga 2009:2).

Therefore, based on the responses from most of the participants in this research study, it appears that these participants are faced with the problem of learner discipline in their schools and classrooms. The fact that they are calling for all stakeholders to be empowered, indicates the difficulty participants have to deal with.

According to Mestry, Moloi and Mahommed (2007:105) Teachers 'in' Public schools are empowered to discipline learners by virtue of their common law status as persons, acting in *loco parentis* (in the place of the parents). However, this power must be exercised in a proper and a reasonable manner and also in accordance with all legal prescriptions regarding educational discipline. Mestry *et al.,* (2007:105) further states that, teachers have been empowered with the authority and duty to regulate learner behaviour in order to safeguard all learners and the school environment. According to Jonkwski (2002:15) and Hauwanga (2009:16) schools must choose disciplinary approaches that are most appropriate to their situation, which focuses on the critical skills, such as conflict resolution or problem solving to deal with unruly behaviour. The goal of this approach should be to empower learners in developing a variety of critical thinking and inter personal skills, thereby encouraging development of competence needed to cope with problems in life including discipline both at school and in the classroom. Naong (2007:293) concludes that thorough training to address disciplinary problems at school is vital to empower teachers and to restore their sense of self-worth.

4.4.4.2 Parental Involvement

This investigation revealed parental involvement as one of the strategies teachers can use to improve learner discipline in their schools (P2, P3, P6, P7, P8, P11, and P12).

According to participant 2, a head of department at School A:

"Parents must be involved in all their children's affairs, because when they are involved, the learners/children will feel secure and definitely perform better".

Participant 8, a teacher at School B asserted that:

"We need parental involvement and assistance in this problem of learner discipline in our school".

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Another participant 3, a senior teacher at School A remarked that:

"Call parents regularly to visit their learners especially in classes to see how they are behaving".

Yet another participant 11, a senior teacher at School C commented that:

"Involve parents of the offending learners, school board members and the ministry"

Participant 7, a head of department at School B added that:

"Parents should surely be involved in their children's school activities".

Participant 6, a senior teacher at School B stated that:

"They are not doing enough to support us as teachers in the school. When they are called for learner's work, especially the homework, they would say nasty things like, we are not teachers, we are not doing your work, so why must you call us to school. So when you discipline their children they are not there to support you".

Another participant 12, a teacher at School C added that parents seem to have abrogated their responsibilities as primary teachers of learners, and she commented that:

"If children come to school with problems, the school will struggle to solve these problems because we must start at home. Parents have an important role to play but they neglect it".

Discussion

Wolhuter *et al.,* (2007:187) state that most governments throughout the world have acknowledged that parents have a right to be involved in the education of their children and this is closely related to effective schooling or education.

Mestry and Khumalo (2012:106) argue that an active partnership between parents and schools has great benefits and parents can have a powerful effect on the children's behaviour.

According to Mtsweni (2008:33) many parents are reluctant to co-operate with the teachers in disciplining their children. Many seem to transfer their obligations to the schools, with the result that the schools have to handle all the disciplinary problems. The children will feel more secure

and perform and behave better if their parents are involved in school activities. To be able to maintain order in schools, teachers need to support and partner with parents. Teachers cannot successfully correct learners' behaviour alone. Parents and the community also have a duty to support the teachers in disciplining learners (Moloko 2003:3; Mabelane 2000:2; Howard & Taylor 2007; Mtsweni 2008:48; State of Victoria 2009).

According to Haihambo and Hengari (2004:55-56) it seems to be obvious for most schools in Namibia that parental involvement is limited and that where a partnership exists it is dominated by the school. Mtsweni (2008:98) further states that when parents become more involved in the teaching programmes of the school, they are more likely to make school a priority for their children and their children are more likely to achieve better results.

Lemmer (2002:56) collaborates by stating that the benefits of parental involvement in education for learners, regardless of cultural background, are well documented: higher scholastic achievement, reduced dropout rate as well reduced absenteeism. Kruger (2003:9) states that, without the cooperation between the parents and teachers, the child cannot be sufficiently educated.

The parent and the teacher have a special and important role to play in the education of the child. Temitayo *et al.,* (2013:10) affirm that, some other factors related to the lack of parental involvement in schools that influence discipline are:

- Single parented homes.
- A lack of parental control at home.
- The negative influence of television.
- Neighbourhood and community problems that influence the home.
- Values differences between the home and the school.

When analysing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards teachers, and some have a laissez-faire approach towards their children.

Alidzulwi (2000) points out that, many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools.

Bowman (2004) is of the opinion that parent's failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) as cited (in: Temitayo *et al.,* 2013:10) also points out that those learners who behave badly at school do not receive proper discipline at home. To complement the findings made above, Rossouw (2003:436) points out that teenager parents are afraid of their children and end up feeling helpless. He further indicates that parents expect the school to teach their children proper conduct, without admitting their own responsibilities. This is considered one way of passing the buck.

In the researcher's opinion, the statements made by several authors indicate the extent to which parents are being blamed for the disciplinary problems in schools. Thus, bad behaviour can be seen to have its roots in the quality of parenting as evinced by erotic disruptive, parental disharmony, and the approval of bad behaviour (Masekoameng 2010:16-17).

Hayward (2003:9) indicates that when parents show due civility and respect, their children reflect it in their interaction with their teachers. On the other hand, if parents fail to exhibit to others, the learners imitate this behaviour and show little or no respect for their teachers (Louw & Barnes 2003:10-11)

4.4.4.3 Stakeholder Involvements

This investigation reveals stakeholder involvement as one of the strategies to be used by teachers to improve learner discipline in their school (P1, P3, P4, P5, P6, P10, and P12). For example; according to participant 6, a senior teacher at School B:

"Discipline in schools could be improved if all stakeholder (Principals, teachers, parents, Ministry of Education, social workers, pastors, teachers, learners, police, healthy officials (Doctors) school board members) etc. work as a team".

Participant 4, a teacher at School A asserted that:

"Regular consultation with parents plays a big role in improving discipline at school".

Another participant 12, a teacher at School C remarked that:

"Involving learners in setting school rules is very helpful in curbing indiscipline in schools and classroom. She further recommended that: "Learners should also be included in the school disciplinary committee".

Yet another participant 1, a principal at School A mentioned that:

"We are not receiving enough support from parents and this contribute to lack of learner discipline at our school. When parents are called to come to our school for any discussion or any behaviour problems only few turn up and we cannot do it alone".

Discussion

Since 1990, with the abolishment of corporal punishment, teachers and principals in schools in Zambezi region experience problems with the management of learner discipline (Hauwanga 2009:3). Oosthuizen *et al.,* (2009:183) state that the abolishment of corporal punishment left a definite vacuum in methods dealing with serious learner misconduct.

Therefore, discipline in schools requires the involvement of all stakeholders if it is to be effective. Teachers also need to discipline learners with strategies, which may lead to a positive change in learners' behaviour (Hauwanga 2009:8).

Hauwanga (2009:10) further states that disciplinary problems experienced in schools may have their origin in the family and society, but many problems are aggravated and sometimes caused by school policies and procedures as well as by teachers and lack of involvement from other stakeholders such as, parents, social workers, pastors, school board members, police, health officials (Doctors), teacher counsellors and the Ministry of Education, Arts and Culture.

Mkhize (2002:2) states that problems which have to do with lack of discipline deserve immediate attention from all the stakeholders in order to eradicate all the unnecessary forms of sickness in the education arena, particularly in senior secondary schools. Mkhize (2002:4), further states that discipline involves commitment, motivation and joint efforts by different stakeholders who have a vested interests in education. Teachers are one of the major stakeholders in education and therefore their responsibility to restore respect and discipline in schools plays a big role. Therefore, a sound culture of teaching in schools can be revived among others by dedication, commitment, discipline and joint efforts of different stakeholders who have an interest in education (Mkhize

2002:7). Ngakane and Naidoo (1995:13), Ramphele (1992:17) and Mkhize (2002:18) affirm that a well-equipped school will be of no use if parents, principals, teachers and learners fail in their responsibilities to ensure that the conditions for teaching and learning are in place. It would, therefore, be probable that parents and teachers should work to collaborate towards enforcing discipline so that the school as an organization becomes conducive for teaching and learning.

4.4.4.4 Promote positive attitude

In this investigation, participants revealed the promotion of positive attitude as a strategy to be implemented by teachers to improve learner discipline in their schools.
(P3, P5, P7, P8, P10, P12). For example, according to participant 3, a senior teacher at School A:
"Introduce bible studies in school".

Another participant 7, a head of department at School B commented that:
"Undisciplined and disruptive behaviours should be discouraged as soon as they are noticed and appropriate behaviour reinforced as soon as it occurs by rewarding learners for good behaviours and modelling good conduct and setting clear and realistic rules".

Yet another participant 12, a teacher at School C remarked that:
"As teachers we should encourage and reward good behaviours always or all the time".

Participant 9, a principal at School C asserted that:
"As teachers we should be exemplary in our leadership styles by modelling good conducts to the learners and the public, setting up clear rules, maintain order and discipline in the school and in classroom and we should always build and nurture good leadership among the learners".

Discussion

According to Hauwanga (2009:17) teachers can reward learners who perform well with specific certificates or they could acknowledge good behaviour by putting names on notice boards. She further states that rewards can take many forms, such as verbal praises and there may be special

activities that class members particularly enjoys that function as rewards. Mtsweni (2008:28) affirms that good behaviour should be rewarded with praise in a quick and spontaneous way. Mokhele (2006:155) states that it is also clear that teachers have to be a living example of the kind of discipline we expect from learners. He further states that, some teachers are not models of good behaviour. According to Mtsweni (2008:115) teachers should act as role models for their learners. He further states that if they behave unethically, they will damage their own self and lose the trust and respect of both their learners and the community. Therefore, teachers must behave the same way they want their learners to behave.

Teachers play a significant role in the management of learner discipline in schools, as indicated in a study by Mtsweni (2008) in Mpumalanga. If the entire school is involved in supporting positive learner behaviour, not only is their behaviour affected favourably, but also their academic achievement improves (Luisseli, Putman, Handler & Feinberg 2005:183-198; Masekoameng 2010:19). Research has shown that a punitive approach does not lead to change in a learner's behaviour. Rossouw (2007:80) maintains that what should be promoted is positive discipline and self-discipline, and that exemplary conduct should be rewarded to the same or a greater extent as the reaction to or punishment of misconduct.

4.4.4.5 Responsibility Engagements

In this investigation, some participants identified responsibility engagements as one of the strategies to be implemented by teachers to improve learner discipline in their schools (P1, P2, P4, P6, P7, P8, and P10). For example, participant 4, a teacher at School A remarked that:
"Involve learners in all the decision making of their school and class captains need to be selected by learners themselves".

Participant 12, a teacher at School C asserted that:
"Assigning responsibility (is) to learners e.g. class captain on a rotational basis".

Another participant 7, a head of department at School B commented that:
 "Learners should be involved in formulating school rules and when taking decisions that directly affect them".

Yet another participant 9, P a principal at School C stated that:

"We should involve our learners to a great extent by allowing them to take more responsibilities and ownership of these classroom/school rules. This will make them to feel loved, cared, valued, respected and recognized".

Discussion

According to Mtsweni (2008:29), learners should be brought up to accept responsibility for themselves and for their judgements, decisions and actions. Their degree of accepting responsibility automatically determines their views of freedom. Mokhele (2006:152) states that allowing learners to take responsibility means providing space for learners to be responsible, for example the selection of a class captain by themselves who act as representatives for the class. According to Masekoameng (2010:19) teachers who do not actively involve learners in classroom activities may experience disciplinary problems. Several researchers in Varnham (2005:87-104) believe that the involvement of learners in matters pertaining to their education reduces behaviour problems. Short *et al*., (1994:13) and Masekoameng (2010:19) are of the opinion that learners who tend to drop out of school perceive a little sense of belonging. But learners who are actively engaged and interested in classroom activities, stay on task at a high level than learners less interested and engaged. In a study conducted by Mabeba and Prinsloo (1999:37), it was indicated that learners prefer strict teachers who engage them in the management of discipline, teachers who are always ready to allow them to determine the consequences of their behaviour, and who also make them responsible for the consequences of their behaviour. Mabeba and Prinsloo (1999:37) agree that learners prefer participative decision making. However, in most cases teachers are not ready to allow it, and these conflicting views may create disciplinary problems. Masekoameng (2010:21) affirms that some teachers are irresponsible and believe that their task is only to teach, and that the issue of discipline should be taken out of their hands by the system. That is why a general concern is brought to the fore by several authors, namely that teachers are no longer as committed to their profession as in the past. Rossouw (2003:418) shares the same sentiments where he points out that poorly qualified and incompetent teachers as well as the "work-to-rule" attitudes of teachers exacerbate the problem.

According to Short *et al*., (in: Subbiah 2004:108), teachers must provide opportunities for learners to take responsibility for themselves and others through classroom and extra-curricular activities. In this way, learners develop self-control and self-discipline and become good leaders.

4.4.4.6 Good classroom control

In this investigation, participants revealed that good classroom control is one of the strategies to be implemented by teachers to improve learner discipline in their schools (P2, P3, P4, P7, and P10). According to participant 2, a head of department of School A:

"One of the strategies employed by teachers to curb learner discipline is to employ strict measures by taking control of the classroom situation. The teacher reprimands learners who manifests disruptive conduct as soon as it appears".

Participant 7, a head of Department at School B asserted that:

"Teachers must make sure that they give class activities, assignments and homework where necessary and enforce school rules and regulations".

Another participant 4, a teacher at School A commented that:

"The teacher can employ what has been termed by other teachers as discipline with care. This strategy involves punishment like withdrawal of certain privileges".

Yet another participant 11, a senior teacher at School C remarked that:

"Teachers should set up strict rules and regulations to control their classrooms".

Participant 12, a teacher at School C added that:

"Have all Senior Schools equipped with qualified teachers in subjects and management skills".

Discussion

According to Rossouw (2007:1), keeping classroom discipline is one of the most challenging tasks every teacher has to face in teaching a group of learners. This is so because there are many kinds

of learners in any given classroom and putting all of them together into one room can sometimes be chaotic. So it is important to identify the different kinds of learners in the class in order to maintain proper classroom discipline. Mokhele (2006:154) states that the teachers have to control all the activities in the classroom. They can delegate classroom activities to the learners. Mestry *et al.,* (2007:109) state that the assertive teacher will be able to create a sense of security, order and control, as well as a relaxed atmosphere in the classroom whereby learners believe in the existence of rules and self-discipline. Good behaviour is usually reinforced by some form of reward, such as merit slips or a show of approval (Mestry *et al.*, 2007:109).

According to Hauwanga (2009:27) teachers who are good classroom disciplinarians take a long term perspective on learners' behaviour. They seek underlying causes of improper behaviour and try to remove conditions that reinforce unacceptable patterns. Spare the child (2008:4) indicates that disciplinary measures will be more effective if the teacher makes his or her expectations clear at the beginning of the term or year. If the learner knows the rules in advance, there are no surprises when the teacher penalises those who break them. Learners are more likely to perceive the punishment as just, to maintain their respect for the teachers and to obey guidelines if the regulations are made explicit.

Kohn (1996:2) and Hauwanga (2009:21) suggest that learners need to be told exactly what the teachers expect of them as well as what will happen if they don't do what they are told. They further suggest that, "give positive reinforcement to a child/learner who does something good if you want them to keep acting that way".

Hauwanga (2009:27) states that the classroom is a place for learning. Any disturbance, which prevents or hinders learning is unpardonable; orderliness is a must. Therefore, she mentions the keys to good classroom control as follows: creating self-discipline is the first step in achieving self-discipline for learners to determine what good behaviour is. Enforcing rules may itself be an opportunity to teach learners the fundamentals of self-discipline. Whenever a learner commits an offence, the usual procedure is for the teacher and learner to have a private discussion. In this discussion, the teacher can analyse the incident with the learner. Together, they determine exactly what the misconduct has been, why it is unacceptable, and how the pupil should behave in future. Brunette (2011:191) states that schools of excellence can only exist if we have excellent and well-trained and qualified teachers. However, we need more teachers who are committed and enthusiastic about working with learners. It is a well-known fact that the best teachers, with regard

to qualifications and learner achievement, are lost to the private sector because of better salary packages and more opportunities for promotion. Brunette (2011:194) further states that at school level, learners and teachers could participate in exchange programmes and act as ambassadors for their respective countries. Simultaneously, they could enrol in programmes that are not offered in their home countries, gaining knowledge, experience and skills.

According to Mokhehe (2006:154), the teacher as a classroom leader ensures that the groups, as a whole, operate effectively. Learners seem to realise the importance of behaving well if requested to do so by their peers. Unfortunately, teachers do not realise this and want to be in control of the learning process all the time. Therefore, being in class early and preparing well can prevent misbehaviour. Some teachers do not do enough preparation and consequently have difficulty in starting their lessons. It is difficult to control learners with no clear objectives on which to focus on. Therefore, teachers should remain in charge of classroom control and guide the learning process.

The researcher agrees with Mokhele (2006:154) where he says that: "Putting learners in charge of certain classroom activities gives them recognition".

4.4.4.7 Enhanced educational system

In this investigation, participants revealed that the enhanced education system is also one of the effective strategies to be implemented in improving learner discipline in schools (P1, P2, P5, P7, P8, and P10).

For example: According to participant 1, a principal of School A:

"Introduce a new educational system of allowing learners to repeat grade 12 to avoid the production of criminals and unemployment".

Participant 11, a senior teacher at School C remarked that:

"Revising of the learner's code of conduct and develop new policy (Educational)".

Another participant 5, a principal at School B commented that:

"Revise school rules and let school rules be endorsed by the Regional Director of education".

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Participant 9, a school principal at School C added that:

"Revise discipline policy, school rules, and to review the education policy and learner's code of conduct".

Yet another participant 8, a teacher at School B commented that:

"Upgrade learner's enrolment criteria in Schools and improve the pregnancy policy".

Participant 10, a head of department at School C said that:

"The formulation of internal policies for learners, school rules and regulations of the school, code of conduct for learners and guidelines for school principal should be available".

Participant 3, a senior teacher at School A stated that:

"Do away with the pregnancy policy, once pregnant, the girl and the boy should be taken out of school".

Discussion

The responses of most participants indicated that the education system of Namibia and some of its policies need to be improved as one of the best strategies to improve learner discipline in schools and classrooms. The fact that they are calling for the enhancement of the education system and some of its policies, for example the pregnancy policy, shows the difficulty the participants find themselves in when maintaining learner discipline in their schools and classrooms.

According to Brunette (2011:100) since independence (1990) Namibian Education has been the vehicle for change. The education system is based on the "Fundamentals or Human rights and Freedom". Article 20(1) of the Constitution of the Republic of Namibia states; amongst others, that:

"All persons shall have the right to education".

Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen, whichever comes first.

Brunette (2011:123) states that, in June 2011 a major education conference was held in Windhoek to take stock of the educational realities in Namibia. All participants agreed that the education system was in dire need of a revamp to ensure greater effectiveness and quality. The following aspects are some of these that were identified:

- The reintroduction of Biblical studies.
- Sufficient text books, furniture and classrooms.
- Quality teacher training through full-time study and part-time study modes.
- Teacher's accommodation in rural areas.
- Revision of some of the educational policy/learner code of conduct for schools.

In this regard, the former Minister of Education, the late Dr Abraham Iyambo (Ministry of Education 2011:2) states in his foreword that "As we move closer towards the 2015 Millennium Development goals and Vision 2030, it is time to implement a new policy to address learner pregnancy that will make a real and sustainable difference to the lives of children in Namibia. The goal of this policy is to improve the prevention and management of learner pregnancy in Namibia, with the ultimate aim of decreasing the number of learner pregnancies and increasing the number of learner-parents who complete their education. On the other hand, Amutenya (2016:18) states that teachers are overwhelmed and frustrated with the number of educational policies being drawn up which are incompatible. The DOE Report (2005) highlights that too many policies lead to dissatisfaction with time allocation and through the increase of administrative tasks associated with new curriculum implementation, also makes working conditions unbearable. New curricular often involves more complex assessment methods and procedures, which results in increased workloads.

4.5 CONCLUSIONS

This chapter dealt with the findings of the research. The general option gathered from the responses of the participants, reveals that they are not impressed with learner discipline in schools and classrooms.
The objective was to investigate the experiences of teachers with regard to learner discipline in schools and classroom situation.

The categories and themes extracted from the research study (open-ended questionnaires) were presented and discussed with regard to each research question. Simultaneously, a brief literature check was undertaken in order to contextualise the findings of the study. The researcher concludes that disciplinary problems in learners come from their origin. This refers to where the learner comes from, particularly the family from which he or she is raised. On the other hand, indiscipline can result from various environmental factors.

Disciplining learners in senior secondary schools in Namibia is not easy, since teachers and principals are not provided with specific alternatives to maintain discipline among learners. Participants concluded that disciplinary problems have negative consequences on learners' learning as well as on their teaching. This is so because teachers leave the teaching profession due to learners' disciplinary problems. Participants also reported that the lack of parental involvement is also a sensitive issue.

Chapter 5 will focus on the summary, conclusions emanating from the findings. Recommendations for further research and recommendations directed to schools, parents, teachers, and the Ministry of Education are also outlined and motivated.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

In chapter four, the researcher undertook a data analysis and interpretation of the research results. This chapter deals with the summary of chapters , revisiting of the research questions, conclusions on the findings of the study are made in relation to the research questions in chapter 1 (para1.3.1.2). Recommendations directed to schools, learners, teachers, parents and the Ministry of Education, Arts and Culture in Namibia are also formulated. Implications of the study are pointed out. Recommendations for further research are identified.

5.2. PURPOSE OF THE STUDY

The purpose of this study was to investigate teachers' experiences of learner discipline for twelve teachers at three Senior Secondary Schools of Sibbinda Circuit in Zambezi region. This was

necessary to determine their effectiveness in maintaining learner discipline post the abolishment of corporal punishment after Independence in 1990.

5.3. SUMMARY OF THE CHAPTERS

Chapter 1

In this chapter, the researcher gave an introduction and background of the study. This is the chapter in which the research problem was stated. The research questions were formulated and the purpose, aims and objectives of the study were also presented in relation to the research questions.

The main research question was*: How do teachers experience learner discipline in Senior Secondary Schools in Zambezi Region?* In the same chapter, a summary of the research methodology and design was given, further did the researcher attend to the limitations and delimitations of the research study, and the ethical considerations adhered to by the research.

Chapter 2

In this chapter, the researcher consulted various publications that relate to the research problem and therefore the outcomes of the literature were discussed. The expansive literature review was based on the following four aspects and their headings: The definitions of learner discipline, the importance of learner discipline, the consequences of lack of learner discipline and strategies to improve learner discipline in schools. The important aim of the literature review was to shape the researcher's frame of reference and to understand what has been read and to interpret it in such a way that it adds value to the researcher's own contribution (Mtsweni 2008:19; Hauwanga 2009:9; Mwamwenda 2008:275; Oosthuizen *et al.,* 2009:154.

Chapter 3

In this chapter, the research design and the methodology used were discussed in more detail. The instruments used to collect data were also explained. The researcher used a qualitative case study

approach in this study "to study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people give to them (Snape & Spencer 2003:3; Mc Millan & Schumacher 2010:344-345; Mestry & Khumalo 2012:100). The researcher used non-probability sampling in this study. Non – probability sampling means that not everyone has a chance of being included in the sample. The researcher used participants (subjects) who happen to present certain types of characteristics. School principals, heads of department, senior and ordinary teachers were purposefully selected to participate in this study. Furthermore, the researcher used various data collection instruments such as literature study and open-ended questionnaires to collect data.

Chapter 4

The methodology, as discussed in chapter 3, led to the research findings as discussed and analysed in this chapter. The findings indicated the positive and negative experiences of the participants on learner discipline in senior secondary schools in Zambezi region of Namibia. The findings revealed that school principals, heads of department, senior and ordinary teachers are experiencing problems with regard to the management of learner discipline in senior secondary schools. There is no clear guidelines stipulated by the education policies as to what disciplinary measures are to be implemented in case of in disciplined learners.

Chapter 5

This chapter has presented the overall summary of the research. This included purpose of the study and summary of the chapters. Conclusions on the findings of the study are made in relation to the research questions in chapter 1(para 1.3.1.2). Recommendations directed to schools, learners, teachers, parents and the Ministry of Education, Arts and Culture are also formulated. Recommendation for further research are also identified. The necessity of learner discipline in education and necessity to improve the quality of learner discipline in schools are discussed. Implications of the study are highlighted.

5.4. CONCLUSIONS ON THE FINDINGS OF THE STUDY

❖ This research section concludes the study by focusing on a number of conclusions emanating from the findings of the study made in relation to each of the research questions **(categories and themes)** of the investigation.

❖ Since the abolishment of corporal punishment from schools, principals, heads of department and teachers have been going through a lot of challenges with regard to learner discipline. Disciplining learners in senior secondary schools in Namibia is not easy, since teachers are not provided with specific alternatives to maintain discipline among learners.

❖ Indiscipline still exists in Namibian schools particularly at senior secondary schools.

❖ The research found that indiscipline in schools is a result of improper implementation of the disciplinary system itself. Another factor is lack of parental involvement in school life, and the negative attitude among learner. There is a need for team work and regular consultation between teachers and parents.

❖ The government policies do not address the maintenance of learner discipline in schools. Therefore, teachers are disciplining learners without any directives from the ministry with regard to what alternatives should be applied in case of any particular misbehaviour

❖ In conclusion, all participants agreed that there are too many loopholes in the system, thus it does not work effectively.

❖ The ministry's failure to provide training for teachers and principals and inadequate training from educational institutions has affected the management of learner discipline in schools and the classroom.

❖ At schools, there are no professional counsellors that give counselling. It is, therefore, against that background that learners with discipline problems are not properly handled to solve the problems. Despite the ministerial policies that do not address the disciplinary problem, teachers and principals are doing their best to improve learner discipline at schools. At school level, various strategies and alternatives to corporal punishment are implemented of which some are effective and others are futile. If parents could be fully involved in school life with regard to the disciplining of learners, then discipline management of learner discipline could not be a challenge to teachers and principals.

❖ In this research study, the researcher investigated teachers' perceptions and experiences regarding learner discipline at three senior secondary schools of Sibbinda Circuit in the Zambezi Region.

5.4.1. QUESTION 1: What are your experiences as teachers with regard to learner discipline?

In the following section, conclusions from the findings of question 1 and themes in chapter 4 (Table 4.4) above with regards to the experiences of teachers regarding learners discipline in the classrooms and schools are discussed.

5.4.1.1. Unruly behaviour

The findings of this study reveal that some learners tend to exhibit unruly behaviour as well as disruptive actions towards others, for instance bullying which results in violent actions. The findings also indicated that some learners are disciplined whist others are not. The findings showed that the majority of learners who are indiscipline in the classroom are boys, whereas few girls are. Teachers further observed that the majority of those showing undisciplined behaviour in the classroom are from the informal settlements of Cowboy and Chotto. The findings of this study displayed that; some learners could misbehave even in the presence of their teachers. The findings further indicated that some are just rude. The findings further discovered that, discipline is necessary in order to control those circumstances, and without discipline chaos may occur.

The findings of this study further displayed that, learners have lost respect for the teachers. The findings further indicated that, this problem has affected discipline negatively in schools. Teachers think that because they don't respect teachers, they (learners) think that the school code of conduct is just a piece of paper and they will not adhere to it. The findings further reveal that learners also think that they will not feel the pain if the school enforces the code of conduct on them. According to Masekoameng (2010:3) some of the common types of disciplinary problems that learners exhibit in schools today are; bullying, making rude remarks to teachers, fighting, disruptive actions, vandalism ,sexual harassment, constant violation of school rules, disregard of authority, to mention but a few.

Lilemba (2002:154) states that if a teacher cannot manage his classroom and his lesson, surely the learners will become unruly and cause disciplinary problems.

Lilemba (2002:154-155), further states that learners also are to blame for poor discipline in schools, because some learners deliberately disrupt the classes and school without any valid reason. Oosthuizen *et al*., (2003:374) are of the opinion that the application of discipline should not be construed as solely as a clamp down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners. Morris (2005:25-48) also points out that school officials tend to view the behaviour of boys as more threatening than that of girls. Mokhele (2006:155) affirms these views and states that, lack of self-discipline seems to result in learners who are very rude and disrespectful.

5.4.1.2. Absenteeism

The findings of this study showed that the main problem teachers discovered at their schools is the high rate of absenteeism. With regard to truancy, the findings indicate that these learners are victims of absenteeism and dodging of classes during school hours.

The findings of this study also reveal that the majority of learners are indiscipline in areas such as truancy, class cutting and absenteeism.

According to Temitayo *et al.,* (2013:8) absenteeism and truancy are the most serious disciplinary problems in secondary schools. In his analysis of the social aspects of truancy and absenteeism Varma (in: Masekoameng 2010:23) identifies the following social and economic elements as being present in the homes of children who are often absent from school:

> - Families on low income.
> - Families living in overcrowded conditions.
> - Families living in poor standard housing.
> - Poor material conditions within the home.
> - Families where the children are being abused.
> - Families where the parents are passive, victims of on appalling environment and unsure of their constitutional rights.
> - Families in which parental (both paternal and maternal) unemployment is a norm.
> - Families at the lower end of the social scale; fathers typically are semi-skilled or unskilled.

Mtsweni (2008:83) affirms that these problems contribute to the lack of teaching and learning because the teachers' programmes are disturbed and the learners work is submitted to the teachers late.

5.4.1.3. Neglect of school work

The findings of this study indicated that, the main problems that teachers are experiencing at their school are that these learners do not do their work at all. The findings showed that, the majority of learners are indiscipline in areas such as learners neglecting school work. The findings of this study further reveal that, both teachers and learners find it very difficult to work effectively under these conditions of ill-discipline.

According to Masekoameng (2010:13) recurrent disciplinary problems in Namibia include disrespect, disobedience, leaving books at home and failure to do homework.

Mtsweni (2008:84) affirms the points above that schools have become dysfunctional because learners and teachers are unable to work effectively under conditions of ill-discipline.

5.4.1.4. Late coming

The findings revealed that some learners arrives late at school, as a result they miss out on some lessons. The findings of this study showed that, late coming causes disciplinary problems, especially in the morning. The findings indicated that, during the first period, learners will knock on the door time and again; and come in and out of the classroom.

The findings discovered that most of them come to school late, absenting themselves from school because they know that there is nothing that will happen to them; no corporal punishment will be meted against them. The findings further revealed that, nowadays learners come to school at any time they want.

The findings further indicated that late coming is a real problem in schools. Masekoameng (2010:3) states that, some of the common types of disciplinary problems that learners exhibit in schools today are: arriving late at classes, making rude remarks towards teachers, absconding classes, missing classes, lessons and arriving late at school. According to Mtsweni (2008:84) such learner's behavior disturbs teachers and to some extent prevent learners from learning effectively.

Mtsweni(2008;84) further states that, in most cases, this type of late comings results in teachers having to repeat certain instructions or start the lesson all over again, which frustrates teachers and those learners who did not shirk their responsibilities and arrived in time for their classes. Mokhele (2006; 155) affirms that, it is also clear that teachers have to be a living example of the kind of discipline they expect from learners. Some teachers are not models of good behaviour, because teachers come late to the classes, bunk the lessons and even use foul language in class.

5.4.1.5. Healthy learning environment

The findings of the study indicate that; teachers' experience regarding discipline in the classroom or school is that it promotes a healthy learning environment. The findings also revealed that it makes learners feel free while doing their classwork, it enables learners to understand and do their homework or assignments and it results in good achievements of learners. The findings discovered that, learner discipline at schools is not good at all. The findings further discovered that some learners come to class and school with dangerous weapons. How can teachers teach in such an environment? The findings further revealed that, this is very difficult. The findings of this study showed that teachers really feel unsafe at their school. The findings pointed that there are learners who are giving teachers headaches. The findings further pointed that constantly make noise. The findings uncovered that, if teachers ask them to stop they refuse and teachers are afraid of them. This study's findings further uncovered that teachers asked the parents to intervene but there is no improvement. According to Mtsweni (2008:50-51) a positive environment that is clean and healthy contributes to a positive atmosphere throughout the school and classroom. Hauwanga (2009:38) states that, teachers are expected to establish a safe, disciplined and purposeful school environment dedicated to the improvement maintenance of quality of the teaching and learning process. Temitayo *et al*., (2013:10) affirms these views above that, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school principals and teachers, and that, learners in such schools disrespect their follow learners, teachers and community members and engage in protest which promulgates violence, discrimination, harassments, bullying and intimidation, using of weapons, drugs, alcohol and tobacco.

Rossouw (2003:14) also affirms that, a harmonious work environment at school increases the chance of learners realising their full educational potential.

5.4.1.6. Abolishment of corporal punishment

The findings of this study revealed that teachers are no longer allowed to beat the learners. The findings indicated that, if a learner is punished by the teacher and is seriously injured, parents can go to the police station and open a case against the teacher. The findings further revealed that, no principal or teacher is allowed to assault learners anymore.

The findings of this study pointed that, since the banning of corporal punishment, teachers do not know what to do to discipline learners. The findings further indicated that some learners do as they please, they do not do their homework and assignments and there is nothing that teachers can do. The findings further showed that when teachers try to involve the parents, they (parents) will tell you that they also have a problem with disciplining learners at home. The findings further suggest that, the only way to get the learner discipline right is using the stick (Corporal punishment).

In terms of Article 8(2) (b) of the Namibian Constitution (1990), "No person shall be subjected to torture or to cruel, inhumane or degrading treatment or punishment. According to the Namibian Educational Code of Conduct for schools (1990), and section 56(1) of the Namibian Educational Act, Act 16 of (2001:31), and no corporal punishment may be administered in schools. In Christian Education of South Africa v Ministry of education 2000(4) 54757(cc)

: No parent may lawfully authorize or grant teachers permission to administer corporal punishment to his or her child. It is, therefore, illegal for anybody to apply corporal punishment in respect of any learner at a public or private school. Parents may not give principals or teachers permission to use corporal punishment (Mestry & Khumalo 2012:104).

Mestry and Khumalo (2012:104) assert that corporal punishment does not nurture self-discipline in learners. Instead, it evokes feelings of aggression or revenge and leads to anti-social behaviour. Mestry, Moloi and Mahomed (2007:99) affirm the above views that, the abolishment of corporal punishment has, to a large extent, diminished the authority of teachers, because good discipline has been equated with corporal punishment, Morrel (2001: 292) asserts that discipline has become a major problem, as effective alternatives were not immediately introduced with the abolishment of corporal punishment in 1990. The zero tolerance approach to managing learner discipline could

be seen as a replacement of corporal punishment in that if appears harsh. (Cambron- McCabe *et al.,* (2004:94)

5.4.1.7. Alcohol and drug abuse

The findings of the study reveal that learners are not well disciplined, most of them indulge in drinking alcohol and taking drugs. Teachers further emphasized that learners who use drugs and alcohol are a real threat to both teachers and learners, because they usually tend to become violent. The findings indicated that these learners take alcohol and drugs such as dagga, also known as marijuana. The findings further indicated that, this has been a belief in some of these learners that they are active in class and believe they can do better when they take drugs than when sober. Teachers strongly emphasized that, these learners seem to be addicted and it is thus not easy to stop them. The findings further uncovered that the learners spend a lot of time smoking and drinking.

According to Cheunyane (2008:5) alcohol and drug abuse have become an African problem with regard to medical reports on large quantities of alcohol and drugs been used by learners in schools and hostel. Mwamwenda (2008:378) states that, many African men, women and children use drugs and alcohol at various degrees, which affects their lives at home, at work and school.

According to Mtsweni (2008:85) drugs and alcohol abuse contributes to the lack of learner discipline in schools and has become a major cause of unsafe schools.

This perception is supported by Temitayo *et al.,* (2013:9) as they have indicate that drug abuse is one of the most dangerous and most common school disciplinary problems. The use of alcohol and drugs considered to have reached a level of abuse if the user continues using them, despite the fact that their use results in personal, social, occupational, psychological and physical problems (Mwamwenda 2008:382). For example, if a learner misses school or does not do his or her school work on account of being under the influence of drugs and alcohol, it means she or he is addicted to drugs and is abusing the using of drugs and alcohol. The impact of drug and alcohol usage extends to school learners who are known to perform poorly owing to the use of alcohol and drugs (Mwamwenda 2008:383). Temitayo *et al.,* (2013:9) also stress that, there is a general moral decadence in this regard because many parents are also guilty of some misbehaviour and are unable

to instruct, correct, advice or guide their children along the proper paths concerning the use of drugs.

5.4.1.8. Learners historical background

The findings of the study indicated that teachers' experience with regard to learner discipline is the fact that, learners' historical background plays a pivotal role in this regard. The findings pointed that learners come with different behavioural backgrounds from their homes. The findings also revealed that, this stems from the fact that children are brought up in different social settings. The findings showed that some are brought up by single parents and others from abusive relationships by their biological parents or guardians. The findings discovered that such learners come to school with behavioural problems, they come as "rough diamonds" so to say and it is incumbent on the teachers to ensure that these learners are guided in a proper way.

The findings uncovered that learners come from a situation where parents are no longer together because they fought and there was a divorce, so this affects their education; they do not concentrate in the classroom and sometimes they get angry with the teachers.

The findings further pointed that it is only that teachers have a lack of support to implement school rules especially on the side of the parents.

The findings further revealed that, these are parents of learners who break school rules and violate the learner code of conduct. The findings further uncovered that, their children's misbehaviour tells one a lot about the type of families that they come from.

The findings further discovered that children's misbehaviour is caused either by the child's behavioural disorder or the environment in which the child lives. The findings showed that, some children have inherent behavioural disorders which they acquired from birth and others live in areas when there are social problems such as alcohol and drug abuse, crime and high unemployment rate.

The findings further showed that these social ills influence the behaviour of children when they get to school.

Hauwanga (2009:10) states that, disciplinary problems experienced in schools may have their origin in the family and society.

Van Wyk (2001:198) and Mestry and Khumalo (2012:106) assert that parents can contribute to the development of problem behaviour in their children by failing to equip them with social skills and support and by modeling inappropriate behaviour. If discipline structures, routines and specifically parental involvement were in place in the home environment, then the burden of disciplining the child in the classroom or school environment would be significantly lessened for the teachers (Pienaar 2003:266).

5.4.2. Question 2: What are your views as teachers regarding the importance of learner discipline?

In the following section, conclusions from the findings of Question 2 and themes in chapter 4 (**table 4.4)** above with regard to the importance of learner discipline in the schools are discussed.

5.4.2.1. Conducive learning environment
The findings of this study indicated that the importance of learner discipline is that, it promotes conducive learning environment, where teaching and takes place unhindered.

The findings of this study also reveal that, the importance of discipline in the school is that it promotes a good learning atmosphere and it motivates learners to learn hard.

The findings show that it improves the teaching and learning experience of both learners and teachers and it also boosts the morale of learners and that of teachers.

The findings of this study discovered that, discipline fosters an orderly situation in which teaching and learning is feasible and it regulates the learners behaviour for self-discipline.

According to Hauwanga (2009:46-47), an environment which is conducive to learning leads to an orderly classroom in which teaching and learning takes place.

Temitayo *et al.,* (2013:10), state that every learner has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly. Mkhize (2002:3) affirms that, teachers are faced with serious problems concerning learner discipline in schools, which they have to teach, thus they have to maintain discipline in their schools. They are faced with an environment which is not conducive for teaching and learning. Mtsweni (2008:31-32) is of the opinion that effective teachers are able to create a classroom climate that is conducive to learning and   characterized by mutual trust and respect.

Hauwanga (2009:46-47) further states that, discipline creates a conducive environment which promotes positive change in learners' behaviour and he also stresses that indiscipline does not promote learning.

5.4.2.2. Good performance

The findings of this study exhibited that, since learners portray good conduct, their scholastic achievement is enhanced. The findings also displayed that, learners with learning problems can be easily assisted to catch up with their peers. The findings of this study also unveiled that, thereby enhancing their performance in their school subject. The findings also indicated that discipline in the classroom and at school in general is the backbone of academic excellence.

The findings of this study also uncovered that, learner discipline is very important at a school level because only well-disciplined learners pass with good results at the end of the year. The findings also discovered that, it is important for learners to be disciplined in order for learners to be good learners and be able to pass their examinations at the end.

The findings of this study also revealed that if there is discipline at a school, this will improve academic results of learners and that school will automatically have a high pass rate. According to Mkhize (2002:147), it is hard for learners to attain good performance in school where there is poor discipline. He further states that, success, good achievement and good performance depend on the ability of the teacher to maintain discipline and order in the school and classroom.

Mtsweni (2008:31) affirms that discipline and safety can be regarded as the primary factors for establishing quality instructional effectiveness of teachers and for the performances and achievement of learners. He further adds that, teachers and learners should have one common objective, namely good performance and attainment. According to Smith and Pacheco (1996:163), a culture of teaching and learning in order to ensure good learner performance in schools is determined by inter alia the following factors.

➢ The learner and his personal characteristics which indicate his attitude towards learning.
➢ School related factors such as the management style of the principal, school and classroom atmosphere and professional competence of a teacher.
➢ Discipline is demonstrated by both learners and teachers in the school/classroom.

It is thus of vital importance for teachers to understand all the factors that may help create a conducive atmosphere which will enable learners to attain good performance in their school activities.

5.4.2.3. Classroom Management and Control

The findings of this study pointed out that, discipline in the classroom cannot be over emphasized. The findings also revealed that, this is so, because discipline in the classroom enables learners to focus on classroom activities. The findings of this study have also demonstrated that, discipline in the classroom is important, because it controls and manages the classroom activities. The findings further indicated that, the other reason for discipline in the classroom is that it reduces truancy among learners which may significantly reduce disciplinary problems. The findings of this study also brought to light that, it is extremely important to place discipline in the classroom to maintain order and sound management in a class. The findings of this study further revealed that, it also enables teachers to manage, guide, organise and control their classroom property. The findings of this study showed that, discipline will help learners not to be involved in misconduct, but focus on classroom activities and it regulates learner behaviour. Doyle et al (2010:49) affirms that, classroom management and control is an enterprise of creating conditions for learners' involvements, curricular events, and attention is focused on the classroom group and on the direction, energy and flow of activity systems that organise and guide collective action in the classroom environment. Mtsweni (2008:21) further contends that, classroom management can be regarded as directing and orchestrating all the elements of a classroom and classroom management encompasses all the activities that are required to support and fulfill the main purpose of teaching and learning situation. Wolhuter (2009:172) affirms that, as schools become more diverse, pressure is put on schools, teachers and learners to find new approaches to manage diversity in a way that meets needs of all learners. Oosthuizen et al (2003:466) further affirm that, in management discipline in the classroom, teachers have to remove other forms of punishment harmful to learner's self-esteem.

5.4.1.4. Motivation

The findings of this study revealed that, disciplined learners can be easily handled and directed since they are motivated and have self-respect, self-esteem and become self-actualized. The

findings of this study also showed that, they are able to work independently without being pushed. The findings also indicated that, a disciplined learner is self-motivated. The findings also discovered that he or she (learner) knows why he or she comes to school, he or she does not get involved in things that will disturb his or her school activities. The findings of this study further discovered that since this learner is motivated and disciplined, he or she is punctual, hard worker, always present, does his or her work within the given time frame. The findings of this study pointed out that, disciplined learners motivate teachers to work hard at the school level. The findings of this study further revealed that, learner disciplined motivates teachers to work hard because they feel secure and safe working with disciplined learners. Mkhize (2002:38) states that, the effectiveness as well as success of learning in a school and classroom situation rests upon motivation, which is of course a result of discipline by both the teachers and the learners. Manday (2008:2) affirms that, all teachers face the challenges of motivating learners to learn and behave better. If the learners in class are motivated, they participate and co-operate meaningfully (Van Rooyen 1993:87). De Witt (1993:20) affirms that motivation induces action and influences the direction of human behaviour. Woolfolk (2007:371) further affirms that most teachers agree that motivating learners is one of the crucial tasks of teaching. In order to learn, learners must be cognitively, emotionally and behaviourally engaged in productive class activities. The researcher agrees with (Mwamwenda 2088:242-243) where he says "Teachers' success in the classroom depends on how well they apply the principles of motivation on their teaching".

5.4.2.5. Mutual respect

The findings of this study brought to light that discipline is important in school because where there is discipline mutual respect between the teachers and the learners and between the learners themselves is possible. The findings also uncovered that discipline promotes mutual understanding for teachers and learners and it creates opportunities for learners to learn together. The findings of this research study indicate that the importance of discipline in the classroom is also influences learners on self-respect and that of other learners and the teachers. The findings of this study revealed that the importance of discipline is that it controls the behaviour of individuals and practice mutual respect among learners and teachers. The findings of this study discovered that discipline encourages learning experience and mutual respect between learners and teachers and also learners and teachers' relationship is improved. Mkhize (2002:77) states that every human

being is characterized by dignity, be it a child or adult. It is thus fair that respect is enunciated between learners and teachers in the pedagogic situation. Mtsweni (2008:32) also states that affective teachers are able to create a classroom climate that is conductive to learning and characterized by mutual trust and respect. Mokhele (2006:156) further states that, teachers encourage mutual respect and dignity in the classrooms by the following means:

> Involving learners in making classroom policy.
> Allowing learners to take leadership roles.
> Role modelling the expected behaviour.
> Respecting learners.
> Involving parents, peers and other teachers close to the learner.

Wolhuter et al., (2007:248) affirm that learners have the right to educational experiences in which they are valued and respected. Mokhele (2006:156) collaborates these views that, today's learners will not accept a parent or authority figure (i.e. teachers) that does not respect them.

5.4.3. Question 3: How do teachers experience the consequences of lack of learner discipline in? Senior secondary schools?

In the following section, conclusions from the findings of question 3 and themes in chapter4 (table4.4) above with regard to the consequences of lack of learner discipline in senior secondary schools are discussed.

5.4.3.1. Expulsion and suspension

The findings of this study revealed that, last year at their school some male learners were arrested and expelled from the school after they had raped and sexually assaulted one of the female school teachers in a school toilet. The findings of this study further revealed that at their school, a lot of learners have been suspended for minor offences and some are even expelled for major misconduct such as violence, possession of weapons on the school premises and using or possessing alcohol and drugs at the school and hostel premises. The findings of this study discovered that, most misbehaving learners face the consequences of suspension and expulsion to scare other learners not to do the same. Additionally, this study brought to light that, due to the lack of learner

discipline, teachers have adopted zero-tolerance approach at their school, and learners, teachers and parents are all aware of the rules and regulations of suspension and expulsion. Combron-Mc Cabe *et al.,* (2004:231-232) state that, among the most widely used disciplinary measures in school are expulsion and suspension. Hauwanga (2009:23) points out that, in schools suspension and expulsion is central focus of zero tolerance approach. This system promptly applies pre-determined sections to both minor and serious misbehaviour. Oosthuizen *et al.,* (2009:159) affirm that, true educational discipline is primarily directed at the future while suspension and or expulsion are directed at the past. Furthermore, suspension and expulsion as forms of discipline are mainly retributory, and the aim of the improvement of behaviour does not feature prominently. Rosen (1997:51:52) and Masekoameng (2010:13) distinguish and affirm the following ten types of discipline problems which may lead to a learners suspension, namely:

> ➤ Defiance of school authority
> ➤ Class disruption
> ➤ Truancy
> ➤ Fighting
> ➤ The use of profanity
> ➤ Dress code violations
> ➤ Theft and
> ➤ Leaving the campus and hostel without permission

Fuentes (2003:17-20) further affirms that, every year more than three million learners are suspended and nearly 100 000 are expelled from kindergarten up to Grade 12 in the United States of America. Many learners face police action for disciplinary problems that cannot be handed by the schools.

5.4.3.2. Teachers leave the teaching profession

The findings of this study indicated that, due to lack of discipline in schools some teachers are forced to leave the teaching profession. The findings of this study pointed out that, teachers resigning and misbehaviour have negatively impacted on other teachers' morale and many teachers. The findings of this study also discovered that learners are assaulting teachers, this results in teachers leaving the profession wherein the results get affected. The findings of this study further

revealed that, lack of learner discipline is affecting teachers badly, they do not see any failure in teaching, and they may leave the profession at any time. Lilemba (2002:158) states that, with the deterioration of discipline in schools, many teachers have decided to give up and leave the profession.

Karsenti and Collin (2013:141-142) assert that it is increasingly evident that some teachers are coping with more and more challenges and problems, until the only option is to abandon the profession.

Salifu and Agbenyenga (2012:55) report that, learners' indiscipline causes much stress in teachers by causing some to resign from their profession.

Amutenya (2016:4) affirms that, the fact that so many qualified teachers are leaving the teaching profession, it contributes to the shortage of teachers and that learners in schools do not receive quality education.

Iyambo (2012:9) further affirms that Namibia is losing many of its teachers to other sectors within the economy, and those that are leaving are not easily replaced because not enough academically able students are attracted to the teaching profession.

Subbiah (2004:9) further collaborates these views that, in her position as a teacher at a secondary school in Kwazulu-Natal, she had first-hand experience of teachers who were faced with tension and problems and managing discipline in the classrooms.

This was driving young teachers out of the profession by droves.

5.4.3.3. Disruptive behaviour

The findings of this study uncovered that, if the learner finds that his/her misbehaviour has led to recognition of his/her peers or that the teacher can be manipulated because he/she is "soft" allowing him to escape the consequences of his/her actions, then a teacher can be sure that he/she will misbehave again. The findings of this study showed that, if the approach to discipline is not thoroughly considered, it may result in negative behaviour of learners and this is likely to create chaos. The findings of this study revealed that, they disrupt classes and if the teacher is not strong enough to control the situation, learning and teaching can be completely disrupted. The findings of this study further discovered that some disciplinary actions make learners to be aggressive, especially when disciplined before classmates.

Rossouw (2003:419) mentions that, man fell into sin at the beginning of human kind. This explains the presence of misconduct, deviant behaviour, and disciplinary problems. Kendziora and Osher (2009) state that, schools face a number of challenges related to disruptive and antisocial learners. The behaviour of these learners interferes with learning, diverts administrative time, and contributes to teacher's burnout.

Lekganyane (2011:18) further states that disruptive behaviour includes any behaviour or conduct that interferes with or disrupts the learning process in the class. Doyle *et al.*, (2010:48) affirms us that schools typically respond to disruptive learners with external discipline, which consists of sanctions and punishment such as office referrals, corporal punishment (even though not allowed), suspension and expulsions. Lekganyane (2011:18) further affirms that, the learners who demonstrate disruptive behaviour make it impossible for the teachers to teach properly or to pay the necessary attention to other learners, and it affects the entire environment in the classroom.

5.4.3.4. Poor discipline

The findings of this study indicated that poor discipline leads to poor performance. Teachers emphasize that learners who are undisciplined perform poorly and most cases and their learning process is always disturbed.

The findings of this study discovered that undisciplined learners devote most of their time to unnecessary things and rarely concentrate on their education. The findings of this study also showed that, undisciplined learners disrupt the teaching and learning process and their academic performance suffers. The findings of this study revealed that, poor discipline creates poor relationship between teachers and learners and this will also lead to poor results. The findings of this study uncovered that due to poor discipline, some learners are skipping their classes. Teachers further stressed that poor discipline does not promote learning. Hauwanga (2009: 46) states that poor discipline leads to poor performance.

Mkhize (2002; 20) stresses that discipline, for instance will probably result in undesired consequences .Smith *et al.,* (1994; 14) and Mkhize (2002; 36) view and affirm the following as the main factors contributing to poor discipline in schools:

- ➢ political instability
- ➢ learners themselves
- ➢ inadequate school management ,including teachers and curricula
- ➢ Lack of resources such as text books, chairs and desks.

- ➢ Violence.
- ➢ overcrowded classrooms
- ➢ family disintegration
- ➢ Boring and meaningless education to learners.
- ➢ Lack of discipline in many schools.

Section 59(1) of the Namibian Education Act, Act no16 of 2001:3 affirms that the principal of a state school must ensure that the parents of each learner are provided with regular reports in writing on the academic progress, general behaviour and conduct of the learner.

Mwamwenda (2004:276) further affirms and advices that teachers should address the causes of indiscipline, and not just the visible behaviour.

5.4.3.5. Promiscuous sexual activities

The findings of the study discovered that learners are involved and immoral activities such as stealing, smoking cigarettes and drugs, drinking alcohol and even multiple relationships.

The findings of this study also revealed that, they (learners) get infected with HIV\AIDS and STD's   because of peer-pressure.

The findings of this study uncovered that learner's drop out of school because of the husband or cohabiting with a boyfriend who does not care about the learner's school work. Teachers further assert that some of the indiscipline learners are good learners in terms of passing, but due to environment and peer- pressure, they tend to be misled and at the end of the day the learner becomes involved in unprotected sexual intercourse which leads to the learner getting infected with other diseases such as HIV/AIDS or becoming a criminal or a trouble person,

The findings of this study brought to light that at their schools, girls drop out due to cohabitation and ending up in early marriages. The findings of this study further revealed that, many learners are infected with hiv/aids as a result they are absent from school for longer periods (days) due to illness. The findings further showed that many young girls at their schools fall pregnant due to cohabitation. The findings of this study further indicated that teenage pregnancy is as much a problem at their schools as late coming is. The former Minister of Education, late Dr Abraham Iyambo (Ministry of Education 2011:2) states in his foreword that "the high rate of learner pregnancy has been a problem in Namibia for many years. The need to address the issue of learner

pregnancy is critical". Iyambo (2012) further states that, action is required from national regional and local levels. Together we must work together to ensure that our children and our children's children are able to receive the education they need and deserve. Education Act no. 16 of 2001:23 states that, "it is the responsibility of the ministry of education to establish and maintain hostels, teacher's resources centers, school clinics and other facilities which may be necessary for the benefit of learners and teachers and in attendance at state schools and classes". Such facilities would include the provision of amenities for pregnant learners and learner-parents.

Mtsweni (2008:86)affirms that, whenever possible, and as soon as possible, pregnant learners should be referred by the schools to health clinics or centers, and these clinics and centers should provide to the schools, on a regular basis, records of attendance,

Hauwanga (2009:48) states that, many people in Namibia are infected with HIV/AIDS and some learners might be infected as well. Brunette (2011:186) further states that the disease infects many learners in Namibian schools. Recent studies show that, three out of ten learners are infected. Brunette (2011:188) further suggests that, education authorities must seek national and international support and help out on no discrimination against learners with HIV/AIDS. Kangootui (14 July 2016:1) further affirms that, more than 46000 teenagers fell pregnant in 2013 alone and about 127 Namibian teenagers fall pregnant daily.

5.4.4. Question 4: Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

In the following section, conclusions from the findings of question 4 and themes in chapter 4(table 4.4) above with regard to strategies to be implemented by teachers to improve learner discipline in senior secondary school are discussed.

5.4.4.1. Empowerment of the stakeholders

The findings of this study pointed out that, teachers should be empowered to enroll or admit their own learners from junior secondary phase. This will help because learners are known by their teachers from Grade 8-10. The findings of this study revealed that, The findings of this study showed that, empower learner representative council LRC) and class captains to solve problems of school. The findings of this study also discovered that, empower teachers to implement corporal punishment to undisciplined learners. The teachers further added that, empower LRC and class captain.

Jonkwski (2002:15) and Hauwanga (2009:16) state that, schools must choose disciplinary approaches that are most appropriate to their situation which, focuses on the critical skills, such as conflict resolution or problem solving to deal with unruly behaviour. The goal of this approach should be to empower learners and develop a variety of critical thinking and interpersonal skills, thereby encouraging development of competence needed to cope with problems in life including discipline both at school and in the classroom. Mestry *et al.,* (2007:105) affirms that teachers in public schools are empowered to discipline learners by virtue of their common low status as persons acting loco parentis (in the place of the parents).

Mestry *et al.,* (2007:105) further affirm that teachers have been empowered with the authority and duty to regulate learner behaviour in order to safeguard all learners and the school environment. Naog (2007:293) concluded that in training to address disciplinary problems at school is vital to empower teachers and to restore their sense of self- worth.

5.4.4.2. Parental involvement

The findings of this study brought to light that parents must be involved in all their children's affairs, because when they are involved, the learners feel secure and definitely perform better. The findings of this study further suggest that teachers need parental involvement and assistance in this problem of learner discipline in their schools. The findings of this study also revealed that calling parents regularly to visit their learners especially in classes to see how they are behaving is important. The findings of this study indicated that involving parents of the offending learners, school board members and the ministry of education. The findings of this study discovered that, parents should surely be involved in their children's school activities.

The findings of this study further revealed that parents are not doing enough to support them as teachers in the school. The findings of this study also uncovered that when they (parents) are called for learners work especially the homework, parents would say horrid things like 'we are not teachers, we are not doing your work, so why must you call us to school'. So when you discipline their children they are not there to support you. The findings of this study also pointed out that, if children come to school with problems, the school will struggle to solve these problems because discipline must start at home. The findings of this study further revealed that parents have an important role to play but they neglect it.

Wolhuter et al., (2007:187) state that most governments throughout the world have acknowledged that parents have a right to be involved in the education of their children and this is closely related to effective schooling or education.

Mtsweni (2008:33) further states that, many parents are reluctant to co –operate with the teachers in disciplining their children.

Moloko (2000:3) Mabelane (2000:2), Howard and Taylor (2007), Mtsweni (2008:48) and state of Victoria (2009) affirm that parents and the community also have a duty to support the teachers in disciplining learners. Mtsweni (2008:98) further affirms that, when parents become more involved in the teaching programmes of the school, they are more likely to make school a priority for their children and their children are more likely to achieve better.

Mestry and Khumalo (2012:106) argue that, an active partnership between parents and schools has great benefits and parents can have a powerful effect on the children's behaviour.

Lemmer (2002:56) collaborates by stating that, the benefits of parental involvement in education for learners, regardless of cultural background, are well documented: higher scholastic achievement, reducing dropout rates as well reduced absenteeism.

5.4.4.3. Stakeholder Involvement

The findings of this study revealed that, discipline in schools could be improved if all stakeholders (principals, teachers, parents, Ministry of Education, social workers, pastors, learners, police, health official (doctors) schoolboard members) etc. work as a team. The findings of this study uncovered that, regular consultation with parents plays a big role in improving discipline at school. The findings of this study suggest that, involving learners in setting school rules is very helpful in curbing indiscipline in schools and the classroom. The findings of this study further recommended that, learners should also be included in the school disciplinary committee. The findings of this study further revealed that, teachers are not receiving enough support from parents and this contributes to the lack of learner discipline at their school. The findings of this study further discovered that, when parents are called to come to school for any discussion or any behavioural problems, only a few turn up and teachers cannot discipline learners alone. Hauwanga (2009:3) states that, since 1990, with the abolishment of corporal punishment, teachers and principals in schools in Zambezi region experience problems with the management of learner discipline. Hauwanga (2009:3) further states that, discipline in schools requires the involvement of all

stakeholders if it is to be effective. Mkhize (2002:2) affirms that, problems which have to do with lack of discipline deserve immediate attention from all the stakeholders in order to eradicate all the unnecessary forms of sicknesses in the education arena, particularly in senior secondary schools.

Mkhize (2002:4) further affirms that discipline involves commitment, motivation and joint efforts by different stakeholders who have a vested interest in education.

5.4.4.4. Promote positive attitude

The findings of this study suggested to introduce Bible studies in schools. The findings of this study demonstrated that, undisciplined and disruptive behaviour should be discouraged as soon as it is noticed and appropriate behaviour reinforced as soon as it occurs by rewarding learners for good behaviour and modeling good conduct and setting clear and realistic rules.

The findings of this study also revealed that, teachers should encourage and reward good behaviour all the time. The findings of this study further discovered that, teachers should be exemplary in their leadership styles, by modeling good conduct to the learners and the public, setting up clear rules, maintaining order and discipline in the school and in classroom and they should always build and nurture good leadership among the learners.

Hauwanga (2009:17) states that, teachers can reward learners who perform well with specific certificates or they can acknowledge good behaviour by putting names on the notice board. Mtsweni (2008:28) affirms that, good behavior should be rewarded with praise in a quick and spontaneous way. Mokhele (2006:155) further affirms that, it is also clear that teachers have to be a living example of the kind of discipline society expects from learners. Mokhele (2006:155) argues that, some teachers are not models of good behaviour. Mtsweni (2008:115) further collaborates that teachers should act as role models for their learners. Rossouw (2007:80) maintains that what should be promoted is positive discipline and self-discipline, and that exemplary conduct should be rewarded to the same or a greater extent as the reaction to or punishment of misconduct.

5.4.4.5. Responsibility engagements

The findings of this study indicated that, involving learners in all the decision-making in their school is important, and class captains need to be selected by learners themselves. The findings of

this study disclosed that, assigning responsibilities to learners e.g. class captain on a rotation basis is part of their responsibility engagements. The findings of this study revealed that, learners should be involved in formulating school rules and taking decisions that directly affect them. The findings of this study further revealed that teachers should involve their learners to a great extent by allowing them to take more responsibilities and ownership of the formulated school rules. The findings of this study suggest that, this will make them to feel loved, cared, valued, respected and recognized. Mtsweni (2008:29) states that learners should be brought up to accept responsibilities for themselves and for their judgement, decisions and actions. Mokhele (2006:1152) affirms that allowing learners to take responsibility means providing space for learners to be responsible. For example, selection of class captain by themselves who act as representative for the class. Masekoameng (2010:19) argues that, teachers who do not actively involve learners in classroom activities may experience disciplinary problems. Several researchers (In Varnham 2005:87-104) believe that, the involvement of learners in matters pertaining to their education reduces behaviour problems. Mabeba and Prinsloo (1999:37) agree that, learners prefer participative decision making. However, and most cases teachers are not ready to allow it, and these conflicting views may create discipline problems.

Subbiah (2004; 108) further affirms that, teachers must provide opportunities for learners to take responsibility for themselves and others through classroom and extra-curricular activities. In this way, learners will develop self-control and self-discipline and become good leaders.

5.4.4.6. Good classroom control

The findings of this study discovered that, one of the strategies employed by teachers to curb learner discipline is to employ strict measures by taking control of the classroom situation. The findings of this study further uncovered that, the teacher reprimands learners who manifests disruptive conduct as soon as it appears. The findings also revealed that teachers must make sure that they give class activities, assignment and homework where necessary, and enforce school rules and regulations. The findings of this study also brought to light that, the teacher can employ what has been terminal by other teachers as discipline with care. The findings further revealed that, this strategy involves punishment such as withdrawal of certain privileges. The findings of this study further pointed out that teachers should set up strict rules and regulations to control

their classrooms. The findings of this study further indicated that, all senior schools should be equipped with qualified teachers in subjects and management skills. Rossouw (2007:1) states that, keeping classroom discipline is one of the most challenging tasks every teacher has to face in teaching a group of learners. Hauwanga (2009:27) affirms that, teachers who are good classroom disciplinarians take a long term perspective on learners' behaviour. They seek underlying causes of improper behaviour and try to remove conditions that reinforce unacceptable patterns. Mokhele (2006:154) further affirms that, the teachers has to control all the activities in the classroom. Brunette (2011:191) asserts that schools of excellence can only exist if we have an excellent and well-trained teaching staff.

5.4.4.7. Enhanced Educational System

The findings of this study brought to light that, a new educational system should be introduced of allowing learners to repeat Grade 12 to avoid the production of criminals and unemployment. The findings of this study pointed out that, revising of the learner's code of conduct and developing a new policy (educational policy). The findings further revealed that, school rules have to be revised and they have to be endorsed by the regional director of education. The findings of this study indicated that the discipline policy, school rules have to be revised and the educational policy and learner's code of conduct must be reviewed. The findings of this study uncovered that, upgrading learners' enrollment criteria in schools and improving the pregnancy policy will enhance the education system. The findings of this study further indicated that, the formulation of internal policies for learners, school rules and regulations of the school, code of conduct for learners and guidelines for school principals should be available. The findings of this study further suggest that; doing away with the pregnancy policy, once pregnant, the girl and the boy should be taken out of school. According to Brunette (2011:100) since Independence (1990)
Namibian education has been the vehicle for change.

Brunette (2011:123) further states that, in June 2011 a major education conference was held in Windhoek to take stock of the educational realities in Namibia. All participants agreed that the education system is in dire need of a revamp to ensure greater effectiveness and quality. The following aspects are some of the ones that were identified.

➢ The reintroduction of Biblical studies
➢ Sufficient text books, furniture and classrooms

> ➢ Quality teachers training through full-time study and part-time study modes.
> ➢ Teacher's accommodation in rural areas.
> ➢ Revision of some of the educational policy for example, the pregnancy policy, discipline policy/ learners code of conduct for schools.

The DOE Report (2005) highlights that, too many policies lead to dissatisfaction with time allocation and through the increase of administrative tasks associated with new curriculum implementation, also makes working conditions unbearable. The former Minister of Education, the late Dr Abraham Iyambo (Ministry of Education 2011:2) affirms in his foreword that, it is time to implement a new policy to address learner pregnancy that will make a real sustainable difference to the lives of Namibian children . He further affirms that the goal of this policy is to improve the prevention and management of learner pregnancy in Namibia, with the ultimate aim of decreasing the number of learner pregnancies and increasing the number of learner-parents who complete their education. Kangootui (2016:1) collaborates that, Education Minister Katrina Hanse- Himarwa said that teenage pregnancy is a social problem. She further acknowledges that "it has been a challenge, and there has been an outcry against the current policies which have been put in place to address, manage and control teenage pregnancies. She further agreed with the United Nations Population Fund(UNFPA) report that, most of these pregnancies are from rural areas, and that the supervision of learners and teenagers must be strengthened.

5.5. RECOMMENDATIONS

The following recommendations are made with regard to teachers' experiences on learner discipline. They are guided by the conclusions and they are aimed at improving the management of learner discipline in Senior Secondary Schools in Zambezi Region of Namibia

5.5.1. RECOMMENDATIONS DIRECTED TO SCHOOLS

THE RESEARCHER RECOMMENDS THAT:

> ❖ Schools must embark on whole school discipline planning processes.
> ❖ Schools must have clear guidance regarding the management of learner discipline.

- ❖ Surveillance cameras should be installed around school buildings so that acts of indiscipline can be easily detected and dealt with.
- ❖ In determining post provisioning for schools, the post provision model needs to take cognizance of the fact that distribution of learners per classes is rarely homogeneous.
- ❖ Learner assistance programmes should be explored in schools as a viable approach to assisting learners with personal problems.
- ❖ Professionally trained people such as police officials should be placed in the schools to guard against acts of indiscipline that include offences such as carrying of weapons, drugs and alcohol into the school's premises.
- ❖ All schools should have professional counsellors to ensure an effective counselling process.
- ❖ Schools should establish sound, reciprocal and smooth partnership or working relationships between the home (parents) and schools (teachers) so that learners have a safe haven in either of the two institutions.
- ❖ Every school should hold promotional sessions and reward learners with exemplary behaviour.
- ❖ Every school should put in place comprehensive rules and regulations.
- ❖ Every school should have a school governing body to administer school governance in order to ensure that all stakeholders are engaged in the running of the school in order to eradicate all forms of ill – discipline.
- ❖ Every school should design its own constitution and code of conduct for both learners and teachers so that learners and teachers know exactly what is wrong and right for them to do in their schools and classroom. This may probably help to avoid a defensive situation where anyone would claim that he / she did not know that what he / she did was against the rules and regulations of the school.

MOTIVATION

- ❖ Schools seams to deal with learner discipline problems as the need arises. This does not address the real causes of learner indiscipline, but offers temporary relief either by being punitive or removing the learner (not the problem) from the scene. It is also clear that in

some cases, Code of conduct does not cover all areas of learner discipline problem. For instance, it was clear that schools did not have ways of dealing with problems emanating from townships and the village.

❖ It is clear that responsibilities for managing learner discipline are not well defined; principals seem to be expected to shoulder the entire scope of discipline. In this regard, teachers should be capacitated in terms of classrooms discipline, which should include specific problems as against a "one –size-fits all" approach to classroom discipline (Mkhize 2002:136; Nthebe 2006:104-105).

❖ It is clear that some learner indiscipline is a manifestation of personnel problems, and a coping mechanism. Learner assistance programmes could use such instruments as peer counselling and mediation. This would create conditions that learners would find comfortable. The post provision model needs to take cognizance of the fact that distribution of learners per class is rarely homogeneous. This would drastically reduce overcrowding in classrooms at schools and reflect the true state of teacher –learner ratios in schools. Additionally, this would also help in addressing learner discipline problems caused by overcrowding (Lekganyane 2011:10).

❖ School conditions especially in overcrowded schools are such that most misbehaviour happens away from teachers, so that much of it goes undetected. In this regard surveillance cameras should be installed around school buildings so that acts of indiscipline can be easily detected and dealt with, this would assist in monitoring learner misbehaviour even in the hidden areas of the school.

❖ Some acts of misbehaviour are such that teachers cannot deal with by virtue of their professional training. Therefore, trained people in various aspects of learner behaviour need to be enlisted for assistance in this regard. This would go for psychologists, psychiatrists, motivational speakers and NGO`S, who specifically deal with such social circumstances that influence people to seek shelter from indiscipline. This should be included in the whole school planning process and be part of the school discipline system (Hauwanga 2009:57; Nthebe 2006:106).

5.5.2. RECOMMENDATIONS DIRECTED TO LEARNERS

THE RESEARCHER RECOMMENDS THAT:

❖ Research regarding possible methods of advancing greater learner participation in school discipline policies be conducted with an intention of investigating the means and ways through which learners could be utilized to preserve learner discipline in the schools/classrooms.

❖ There should be frequent communication between teachers and learners to address issues of interest between teachers and learners in order to keep constant contact between them (teachers and learners) so as to minimize learner discipline problems and help teachers to easily monitor learner behaviour closely.

❖ Learners should partake in all sub-committees which the school has, for instance sports committee, disciplinary committee, fund raising committee, organizing committee, student representative council (SRC), and many more committees in the school.

❖ Learners' work should be monitored and supervised in order to keep learners engaged with work. Hopefully, if learners are always engaged with work, they usually do not find time to cause disorder and engage in ill-discipline in the school.

❖ Learners should be encouraged to have mutual respect and they should respect the school dressing code; be clean and neat at all times.

❖ Learners should be encouraged to learn as a group, where possible assist one another.

❖ Learners should be involved in formulating both school and classroom rules and regulations. By so doing, learners by and large would claim full ownership of the rules and regulations they have actively participated in to formulate, thus they will not violate them.

MOTIVATION

It has been clearly understood in the study that learners play a big role in creating discipline problem in schools. It is, however, probable that learner discipline is as a result of a number of factors, some of which can be dealt with and resolved successfully. However, only if appropriate channels are followed to detect and eliminate them. For instance, in a school where learners are not engaged or involved in school affairs, disorder is likely to take place. In a case like this, the school is likely to be viewed by learners as an evil place where all repressive measures are pinned down on them in order that they (learners) experience hardships. They

tend to feel eliminated and discriminated against in the system. This implies that learners have since ceased to view themselves as a vital part of the school setting, and view themselves as having come to school as spectators in what they actually regard as their affairs (Lekganyane 2011:14).

It is important to note that denying a learner participation in school affairs, particularly a senior secondary school learner, is like putting fuel on fire. This may perpetuate adverse attitudes on school. However, if learners are encouraged to participate in schools affairs, they feel that they are part and parcel of the system. It encourages good relationship between learners and teachers, solve problems, frustration and desperation between both the teacher and learner. In decision making, learners must be involved so that they own the decision made (Mkhize 2002:138; Nthebe 2006:105). In the school's policy making, learners must be involved so as to understand the principles and the goals of the policy. If such happens, learners will tend to respect the policy in which they had played a part, and further own it as theirs. In this very study, it reflects that learners must be involved in school policy making. It further suggests that the school policy minimizes learner discipline problems which may help them (learners) render good performance in their studies.

In order for schools to achieve better, learners need self-discipline and this can be achieved if learners are involved in the affairs of their school.

5.5.3. RECOMMENDATIONS DIRECTED TO TEACHERS

THE RESEARCHER RECOMMENDS THAT:

- ❖ Teachers must provide guidance to the learners with regard to their behaviour in the classroom.
- ❖ Teachers are encouraged to find out more about the children's home background, their community, neighbourhood and available resources.
- ❖ Teachers should relate more positive reports or comments to the parents, as parents who only expect to hear from teachers if there is trouble, are encouraged by hearing about success.

- ❖ Teachers should encourage parents to participate fully in the programmes of managing learner discipline. Lekganyane (2011:55) stresses that teachers should therefore be on board with parents, even if they have to say things parents may not want to hear.
- ❖ Teachers should portray exemplary leadership styles to enable learners to emulate outstanding characters from them.
- ❖ Teachers should use language that is accommodating to all learners, instead of using jargons and slangs or bad language against the learners.
- ❖ Teachers' dress code should be of formal nature and above all they should be tidy and neat at all times i.e. setting exemplary behaviour.
- ❖ Teachers need to meet frequently to make and submit recommendations on how discipline can be preserved in schools and classrooms.
- ❖ Teachers should be well qualified in their specific fields and improve their instructional methods in order to be persuasive in their instructional classroom strategies.
- ❖ Teachers should motivate and explain to the learners the value and importance of discipline in school and classroom.
- ❖ Teachers should transfer the leadership roles to certain learners when applicable and encourage learners to participate in group activities.
- ❖ Teachers should create a climate for equal participation in schools and classroom and treat all learners fairly and equally.
- ❖ Teachers and parents must be capacitated in terms of dealing with learner discipline problems.

MOTIVATION

It has been realised that parents have left the burden of discipline to teachers, most of whom still lack the skills for managing and enforcing learner discipline. Parents also might be forced with disciplining children especially when they are out of their sight, that is, at school. In this regard, parents are usually surprised at their "sweet" children misbehaving at school. It is important for teachers to preserve discipline among themselves. This will help them reduce discipline problems in schools because learners will copy the correct behaviour from their teachers (Mkhize 2002:140). It is also possible that some teachers come to school/class under the influence of intoxicating drugs, such as dagga and alcohol (Hauwanga 2009:13). Teachers in this condition

are likely to make a nuisance for themselves by engaging in irresponsible acts which eventually have a great influence on school discipline when such things prevail in a school situations. Everybody would want to see the authorities of the school taking action. Disciplining a teacher is a process. It may take a month or a year or more. Meanwhile the process is on, something must be done to calm down indiscipline in schools/classrooms (Mwamwenda 2008:275).

It is important to note that when teachers demonstrate ill-discipline, learners tend to take advantage and usually take the law into their hands in an attempt to disguise their ill-behaviour by pointing fingers at teachers; suggesting that the teachers are the ill-disciplined ones. Teachers must, therefore, always strive to be exemplary to learners by remaining disciplined all the time (Charles 2002:47; Nthebe 2006:106; Lekganyane 2011:55; Mtsweni 2008:111).

5.5.4. RECOMMENDATIONS DIRECTED TO PARENTS

THE RESEARCHER RECOMMENDS THAT:

❖ Parents must be involved in dealing with learner misbehaviour at school and in the classroom, as this will alleviate the problem which schools are encountering.
❖ Parental involvement in learner discipline on secondary schools must receive utmost priority.
❖ Parents must be involved in the education of their children so that they may be a long lasting relationship between the school and parents.
❖ Parental involvement in dealing with learner discipline in the school/classroom has been identified as one of the critical factors leading to learner pro-social behaviour and a successful schooling experience. Dreyer (2008:71) stresses that an essential factor is the involvement of and support provided by parents in the education of learners. The function of parents could be to be involved and provide support to their children's education.
❖ Parents should be intimately involved in school activities because when they are involved, the children will feel secure and consequently perform better.

MOTIVATION

The importance of parental involvement in school activities is also emphasized by various researchers. The presence of positive relationships and attitudes between teachers, learners and

parents is perceived as a characteristic of a functional and disciplined school. According to Mtsweni (2008:98), an active relationship between parents and teachers has great benefits. Therefore, there must be a positive relationships between these stakeholders.

Parents must definitely be involved in all their children's affairs, because when they are involved, the children feel secure and consequently perform better. Parents can have a great impact on their children's behaviour by ensuring that the learners arrive at school on time, behave correctly, wear relevant clothing, are in possession of required books and complete tasks on time. Kruger (2003:9) states that without the cooperation between the parents and teachers, the child cannot be sufficiently educated. Mtsweni (2008:98) asserts that if parents and teachers possess a mutual appreciation of the role each has to play in the education of their children, opportunities for development are increased. Lemmer (2002:56) corroborates by stating that the benefits of parental involvement in education for learners, regardless of cultural back ground, are well documented: higher scholastic achievement, reduced drop outs rate as well as reduced absenteeism. It is clear from participants' responses that parental involvement is minimal in secondary schools. Parental involvement has been proven, through research as reported by various literature sources, as an important aspect of assisting in learner discipline (Nthebe 2006:107; Mtsweni 2008:115; Lekganyane 2011:54; Cawood 2007; Brunette 2009:84).

5.5.5 RECONDMMENDATIONS DIRECTED TO THE MINISTRY OF EDUCATION, ARTS AND CULTURE.

THE RESEARCHER RECOMMENDS THAT:

- ❖ The Ministry of Education should take note of the current situation in order to assist teachers and principals in managing learner discipline effectively. By doing this, the teaching and learning process bear fruits.
- ❖ The Ministry of Education should train teachers on classroom management and learner discipline in educational institutions (colleges and universities) to sensitize student teachers about the constraints faced by learners with disciplinary problems.
- ❖ The Ministry of Education should come up with a clear code of conduct for teachers and learners.

- ❖ The Ministry of Education should put in place sound and clear education policies on learner discipline.
- ❖ The Ministry of Education should introduce a curriculum that is discipline oriented.
- ❖ The Ministry of Education should provide necessary infrastructure applicable for inclusive education.
- ❖ The Ministry of Education should provide all the necessary resources applicable for inclusive education.
- ❖ The Ministry of Education should conduct workshops based on learner discipline management.
- ❖ The Ministry of Education should involve all stakeholders on managing learner discipline at schools and classrooms.
- ❖ The Ministry of Education should conduct in – service workshops for all teachers across the country to be trained on alternatives for corporal punishment.
- ❖ The government policy should be made clear and clear indications should exist on how to deal with misbehaviour or learner discipline in schools and classrooms.
- ❖ The ministry should see to it that all schools have professional counsellors to ensure an effective counselling process.

MOTIVATION

Following the change of the education system, the Ministry of Education in conjunction with the constitution abolished, corporal punishment from schools. Since 1990 with the abolishment corporal punishment, teachers and principals in Namibian schools experience problems with the management of learner discipline. Various alternatives to corporal punishment need to be applied in schools by all teachers since a learner needs to be disciplined or shaped to comply with the rules of social interaction and to develop his / her academic abilities to the full (Hauwanga 2009:2).

There is a need for assistance as far as disciplining learners is concerned. The former education Minister Dr Buddy Wentworth Ministry of Education and culture (in Hauwanga 2009:2). States in this forward that,`` to maintain the highest effectiveness of teaching and learning while at the sometime finding way to protect the dignity and rights of all our citizens, learners, parents and

administrators have to work as a team. Discipline in schools requires the Involvement of all stakeholders if it is to be effective. Teachers also need to discipline learners with strategies, which may lead to a positive change in learner behaviour.

The National Association of psychologists online (2008:6) states that alternatives to corporal punishment include prevention and intervention programmes and strategies for changing learners' behaviour and to support teachers and parents in maintaining learner discipline.   The Ministry of Basic Education and Culture 1993 (in Hauwanga 2009:15) shares the view that the Namibian code of conduct for Namibian schools emphasizes the co – operative nature of learning and the shared responsibilities for establishing and maintaining an effective learning environment; as it sets out the right and responsibility for learners, teachers and school principals.

5.6. RECOMMENDATIONS FOR FURHTER RESEACH

Much has been written on the topic of learner discipline. However, in the course of this investigation, the researcher has come to the conclusion that even more research is required.   In this study, the main focus was on   **"Investigating teacher's experiences of learner discipline in Senior Secondary Schools in Zambezi region of Namibia"**, In line with the recommendations on how to improve learner discipline, future researchers may wish to consider conducting research on the following:

- ❖ A similar study can be conducted to verify the conclusions researched and justify confidence in its validity. This study can be conducted in the Senior Secondary Schools of Sibbinda Circuit and in other different Educational Circuits in the Zambezi region.
- ❖ A study could be conducted which determines the relevance of learner discipline or importance of learner discipline in our Namibian schools.
- ❖ A study can be carried out to find out the impact of learner discipline in Namibian schools after the abolishment of corporal punishment.
- ❖ A study can be conducted in which a comparison is drawn between the disciplinary situations in Senior Secondary Schools in rural and urban areas in the Zambezi region.
- ❖ A study can be conducted on the successful implementation of strategies to improve learner discipline in Senior Secondary Schools in other Educational Circuits of Zambezi region.

- A study can be conducted on the consequences of lack of discipline (positive / negative) in schools and classrooms in all Senior Secondary Schools in all rural and urban areas in Zambezi region.
- Research should be undertaken on reasons for lack of or poor parental involvement in so far as learner discipline in Senior Secondary Schools is concerned.
- Cultural influences on learner discipline could be explored so as to deal with issues such as initiation schools and implications of being graduates of these schools and being learners in a multicultural environment.

Researchers believe that schools in Namibia should take notes of best practices (Strategies) in the region on how discipline is to be managed. The researcher further believes that reasons for a lack of work ethics amongst teachers and the extent to which teachers' involvement in various forms of misconduct precipitates a culture of ill – discipline in senior secondary schools.

5.7. THE NECESSITY OF LEARNER DISCIPLINE IN EDUCATION

Often teachers fail to consider the interest of learners and as a result end up with a class where they cannot restore discipline. Mkhize (2002:144) and Nthebe (2006:6) point out that discipline was maintained historically in order to enable learning to take place without interruptions. This rationale as still valid today but it can be argued that currently discipline is maintained with the aim of making the "total" growth of the learner feasible.

Cawood (2007) contends that discipline is perceived as punishment, control or training intended for self-discipline and regulation of a child's behaviour. This research argues that enforcing discipline by way of exercising control and or punishment is a short term solution and is mostly ado. It is, therefore, argued that there is a need to address the causes of indiscipline of schools and thus embark in a holistic approach that focuses on the short term discipline challenges as well as on the long term causes. In order to do this, an insight into what discipline entails is necessary. This, therefore, implies that learners need further socialization which will enable them to be masters of their own behaviour. Hauwanga (2009:9)

and Brunette (2009:58) affirm that a learner is shaped by social interaction and that disciplining should be adapted according to the developmental abilities of the child.

We need discipline in our schools for the following reasons: Brunette (2009:184).

When a child enters the world, he is completely ignorant, clumsy, unskilled, irresponsible, undisciplined, dependent and incompetent. He needs support to overcome these short comings in order to become self-reliant and free. According to Nthebe (2006:28), discipline is a teacher-directed activity which seeks to lead, guide, direct, manage and confront a learner about behaviour that disrupts the aim of learning. It is used as a means to direct learners towards self-control and personal accountability. It is only through education that the child will be able to acquire skills and knowledge which he needs to overcome these drawbacks.

The child will not be able to change from his/her original state of ignorance if he/she is not disciplined. Therefore, discipline is crucial for the child to learn anything tangible. Nthebe (2006:28) states that discipline as a process that uses teaching, modelling and other appropriate strategies to maintain behaviour necessary to ensure a safe, orderly and productive learning environment by changing unacceptable behaviour to acceptable behaviour. No child is naturally perfect: the child should be encouraged to do well, while evil tendencies should be discouraged at all times. The child should be taught all these things at an early stage.

For the child to follow good tendencies, the teacher should be firm, but sympathetic when applying disciplinary action. The more the child develops, the more he or she discovers his/her own incapacities. As children grow older, they realise that adults have the answer to their questions. This realisation forces the children to accept the authority of adults, often without questions. In the process, the children realise the capabilities of the adults in providing them with food and other basic needs. They see the adults as role – models and want to be like them.

In order to carry out disciplinary measures effectively, the teachers will have to convince both the learner and the parents of the need for a disciplined atmosphere in our schools. Teachers will have to apply the so – called preventive discipline. This means a positive leading, guiding, influencing, helping, supporting, instructing and interpreting of what is good and right by the teacher (Nthebe 2006:30; Brunette 2009:184). Another way of disciplining the child is known as corrective discipline. This form of discipline is more negative, because if affects notions

such as control, restraint, prohibition, disapproval, admonition, compulsion and punishment (Brunette 2009: 184).

The total disciplinary action must contribute to the melding of the child into a responsible adult. It is necessary for the child to know why he / she is punished. It may probably be unreasonable to punish a child who did not deliberately do wrong, on the other hand it is also useless to punish a child who erred deliberately (Mkhize 2002:146).

Success and good achievement and performance depend on the ability of the teacher to maintain discipline and order. Punitive measures, may of course be necessary at time, just to include the disapproval of certain actions. Educationally, corporal punishment is meant to reform the transgressor. Without fact, patience, wisdom and encouraged corporal punishment will not convince the transgressor to the good will of the teacher.

5.8. NECESSITY TO IMPROVE THE QUALITY OF LEARNER DISCIPLINE IN SCHOLLS/ CLASSROMS.

The issue of indiscipline among learners is of serious concern. Interestingly, discipline issues vary from school to school, and some schools seem to have more undisciplined learners than other schools. (Cawood 2007). It is important for the school management to have effective disciplinary strategies. Sadly, some schools have extremely poor disciplinary strategies, and these are usually characterized by a strained and violent relationship between teachers and learners; learners who are not interested in learning and discouraged teachers, all these factors lead to poor school performance. Unfortunately, there is also a misconception among same teachers that discipline means punishment (Cawood 2007). Discipline is a serious issue, not only because of misbehaviour on the part of some learners, but also because indiscipline leads to the disruption of both teaching and learning, the school then becomes dysfunctional (Cawood 2007).

The responses by the participants reflect that there can be no successful teaching and learning if the school lacks discipline. In other words, discipline is the key to every success in the Educational environment (Mileou). If discipline is not observed as the corner stone of learner success in schools, many factors and excuses will always be made and shifting of blame to particular individuals will always persist to justify failure in schools. It is thus imperative that all disciplinary measures embarked upon by teachers be international in order that discipline is measureable

against learner performance in schools. In fact, in any educational and philosophical situation, the immediate goal of any disciplinary measure is to promote learning, thus it is significant to keep reviewing the process, whether or not a school still preserves discipline, not as a repressive measure, but as a support base for learner success in their educational activities. If discipline is adhered to, it tends to put a learner on appropriate pedagogic tracks and thereby facilitate responsible adulthood on the learner.

It is, therefore, recommended that teachers have good communication background in order to ensure discipline in their school (Mwamwenda 2004:278; Hauwanga 2009:13; Brunette 2009:196). There may be no prescribed form or method designed by the Department of Education, but it is vital that teachers create means and ways of dealing with misbehaviour in schools. Perhaps, when embarking upon discipline measures in a school, it is important to consider the cultural background of the learner. This helps a teacher to be well vested with the norms and values of the learner (Lilemba 2010:41; Brunette 2009:168.169). Correction of misbehaviour will not collide with the learner culture but rather tally with it. The manner in which a learner receives punishment for doing the wrong thing at school, for instance, should not vary much from treatment or punishment a learner receives at home. The punishment or way of correction a learner gets at home is usually accompanied by the belief of his (learner) parents in term of their cultural background (Brunette 2009:136 – 38). While democratic rights of a learner are observed, it is vital to ensure that those do not impact negatively on the learner's good behaviour at school. Even in democracy, the question of culture must be observed (Brunette 2009:49). Democratic principles must be adopted, but they must be instilled according to the way learners initially submit themselves to authority. Discipline does not start at school, it starts at home. Lilemba (2010:52) affirms that teachers should also have experience on democracy and its principles and how the process of nurturing a democratic culture influences the learning process of the child. This means that the school should encourage and embrace democratic practices and principles. Teachers' roles in this process is to uphold and put into practice democratic principles in the school environment, enabling schools to participate in activities such as nomination of class captains, and members of the student representative council (SRC) (Namibia Institute for Democracy 2005).

5.9. IMPLICATIONS

Discipline is important for the smooth functioning of any school and classroom. While the lack of learner discipline at senior secondary schools is emerging as a serious problem, teachers should see it as an opportunity to introduce innovative approaches and strategies to manage learner behaviour. The issues of learner discipline at senior secondary schools needs urgent attention because learner discipline at these schools has deteriorated to such a way that they had become the most dangerous schools in Namibia. The researcher believes that the proper use and effective enforcement of necessary strategies to improve learner discipline may address learner disciplinary problems and make the senior secondary schools a conducive environment for teaching and learning.

Despite the ministerial policies that do not address the disciplinary problem, teachers at these senior secondary schools are doing their best to improve learner discipline. At school and classroom levels, various strategies and alternatives to corporal punishment are implemented wherein some are effective and others are futile. It parents could be fully involved in school and classroom life with regard to the disciplining of learners, then discipline management could not be a challenge to teacher in senior secondary schools. The researcher concludes that effective and efficient teaching and learning cannot take place if there is no discipline, order and control in the school and classroom situation. Therefore, teachers have the responsibility to maintain discipline at all times in school and the classroom, so that the education of the learners flourishes without disruptive behaviour and offences. A possibility exists that many teachers have limited knowledge of disciplinary strategies and therefore most disciplinary measures tend to be reactive, punitive, humiliating and punishing rather than corrective and nurturing. The teachers involved in the study seemed to feel that for discipline to be maintained in the classroom and the school in general other stakeholders such as parents, learners, and teachers should be involved in the school and classroom activities. The researcher concludes that teachers who are successful in implementing good strategies in the classroom maintain good discipline of learners in the classroom and school level. Judging from the results of this study, the researcher concludes that teachers encourage mutual respect and discipline in the classroom by the following means: Involving learners in establishing classroom policy and rules, allowing learners to take leadership roles (responsibilities) i.e. classroom captain, role modelling the expected behaviour, involving parents and other teachers close to the learners and respecting learners. Finally, the researcher hopes that this study offers strategies and suggestions to teachers on ways and means to deal with learners' disciplinary

problems that they are faced with in senior secondary schools contrary to the experiences of most teachers on learner discipline in the classroom.

5.10. CONCLUSION

In this study, the researcher investigated the views, perceptions and experiences of teachers with regard to learner discipline in senior secondary schools. Discipline is important for the smooth functioning of any school (Rajkoomor 2012:2). While lack of learner discipline at schools is emerging as a serious problem, teachers should see this as an opportunity to introduce innovative strategies to properly manage learner discipline in their schools and classrooms (Nthebe 2006:9). This issue of learner discipline in schools needs urgent attention. Unmotivated and ill – disciplined learners have a serious effect on the effective teaching of teachers, wherein teachers lose the joy and interest in teaching. Due to feelings of anger and frustration, they end up negatively affecting both learning and teaching (Mestry & Khumalo 2012:105). Effective and efficient teaching and learning will not take place if there is no discipline (Mtsweni 2008:116). The real essence of education is assisting learners to learn to exercise self – discipline, self-control, self – direction, teach them about a reasonable degree of social conformity and move towards a happy and fulfilled life (Hamm 2004:109; Oosthuizen *et al.,* 2009:155). Lack of parental involvement in schools is also a contributory factor to a lack of learner discipline. If a school lacks discipline, either from learners and teachers, effective and efficient education is unlikely to take place, hence both learners and teachers' discipline is invited in a school situation (Mkhize 2002:147). The situation in schools today suggests the need to invite participation of all stakeholders in the progress and development of the learners. It is, thus, imperative that all learners, teachers and parents work together as a team in order to restore learner discipline as one of the most important cornerstones in every organisation to be successful in its activities (Hauwanga 2009:2). The study also revealed that it is hard for learners to perform well in schools where there is poor discipline (Nthebe 2006:1). Good discipline can therefore be used as a reinforcement to attain a pedagogical objective of leading the learner to adulthood with the minimal generation of bitterness and friction (Mkhize 2002:147)

Finally, the researcher hopes that this study will offer suggestions and strategies to principals and teachers on ways and means to deal with learner discipline problems that they are faced with in schools and classrooms. The brand goals of secondary education include to prepare individuals for useful living within the society, and higher education. (Temitayo *et al.,* 2013:1).

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APPENDIX·A

0913 M1RST

MAKENDANO A K MR   STUDENT NUMBER : 5764-710-0
PRIVATE BAG 14004
BACHBRECHT   ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
WINDHOEK   ENQUIRIES TEL : (012) 441-5702
NAMIBIA

                                         DATE :   2016-03-15

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly
activate your Unisa mylife (https://myunisa.ac.za/portal) account for future communication purposes and access to
research resources. Please check the information below and kindly inform the Master's and doctoral section on
mandd@unisa.ac.za on any omissions or errors.

DEGREE :   MED (EDUC MANAGEMENT)   (98405)

TITLE :   Educators' experiences of learner discipline in senior secondary schools in the
                     Zambezi Region of Namibia

SUPERVISOR :   DR VP MAHLANGU

ACADEMIC YEAR :   2016

TYPE: DISSERTATION

SUBJECTS REGISTERED: DFEDU95 M ED - EDUCATION MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to
Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for
submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof G Zide
Registrar

APPENDIX B

Aggrey Kayabu Makendano

P.O BOX 516

Ngweze

Katima Mulilo

08 March 2016

The Director of Education

Zambezi Educational Region

P.O. BOX 5006

Katima Mulilo

Dear: Mr. Austin Samupwa

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR REGION
IN 2016**

I am Aggrey Kayabu Makendano doing research with Dr Vimbi: P. Mahlangu in the Department of Education leadership and Management towards a med degree at the University of South Africa. He may be contacted at these contact details: Telephone number +27124205624 and email: vimbi.mahlangu@up.ac.za should you have any questions. My contact details are 0812749928, email Jkayonisa@yahoo.com.

We are inviting you to participate in a study entitled "Investigating teachers' experiences of learner discipline in senior secondary schools in Zambezi region of Namibia".

The aim of this study is to investigate teacher's experiences/views/understanding of learner discipline for twelve teachers at three Senior Secondary Schools of Sibbinda circuit in the Zambezi region. Your region have been selected to take part in this research study entitled "Investigating teachers experiences of learner discipline in senior secondary schools in Zambezi region of Namibia", where by twelve participants (principals, head of departments, senior teachers and ordinary teachers) from three senior secondary schools of Sibbinda circuit will be required to take part in an open-ended questionnaire because they meet the criteria set for the research study on that your region will provide me with the best relevant information to address the research

questions, and that all the selected participants are in one or another way linked to the management of learner discipline in these schools or that they comply with certain characteristics in mind.

The researcher undertakes to share the outcome of the study with the whole region. It is envisaged that the results of this study could assist in the successful improvement in the management of learner discipline in schools and classrooms in future. No foreseeable risks are associated with the completion of the questionnaire which is for research purpose only. Permission to undertake this research study has been granted by the Department of Educational Leadership and Management and the ethics committee of the college education, Unisa.

This study involves no violation of individual rights of privacy, participation in this study is entirely voluntary. Participants are free to withdraw at any time without any consequences or penalty. This research will be strictly confidential, and under no circumstances will participant's names or identifying characteristics be included in this report.

I am therefore requesting your permission to conduct this study in your region and involve your teachers in this study. Your permission to secure data for this study will be deeply appreciated.

Attached please find a copy of the research instrument: open-ended questionnaire.

Yours sincerely,

A.K Makendano (M.Ed. student)   DR. V.P Mahlangu

Appendix C

> Aggrey Kayabu Makendano
> P.O BOX 516
> Ngweze
> Katima Mulilo
>
> 18 May 2016

TO: The Principal

Dear: Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL.

I am Aggrey Kayabu Makendano doing research with Dr Vimbi: P. Mahlangu in the Department of Education leadership and Management towards a med degree at the University of South Africa. He may be contacted at these contact details: Telephone number +27124205624 and email: vimbi.mahlangu@up.ac.za should you have any questions. My contact details are 0812749928, email Jkayonisa@yahoo.com.

We are inviting you to participate on a study entitled "Investigating teachers' experiences of learner discipline in senior secondary schools in Zambezi region of Namibia".

The aim of this study is to investigate teacher's experiences/views/understanding of learner discipline for twelve teachers at three Senior Secondary Schools of Sibbinda circuit in the Zambezi region. Your school has been selected to take part in this research study entitled "Investigating teachers experiences of learners discipline in Senior Secondary Schools in Zambezi region of Namibia" Whereby twelve teachers from the three Senior Secondary Schools will be required to take part in an open-ended questionnaire, because they meet the criteria set for the research study or that your school will provide me with the best or relevant information to address the research questions, and that all the selected participants are in one or another way

linked to the Management of learner Discipline in these schools. Or that they comply with certain characteristics in mind.

The researcher under takes to share the outcomes of the study with your school. It is envisaged that the results of this study could assist in the successful improvement in the Management of learners discipline in schools and classrooms in the future.

No foreseeable risks are associated with the completion of the questionnaire which is for research purpose only. Permission to undertake this research study has been granted by the Department of Educational Leadership and Management and the ethics committee of the college education, Unisa.

The Zambezi director of education has also approved this research to procced, your teachers will form part of the study. This study involves no violation of individual rights of privacy, participation in this study is entirely voluntary.

Participants are free to withdraw at any time without any consequences or penalty. This research will be strictly confidential, and under no circumstances will participant's names or identifying characteristics be included in this report.

I am therefore requesting your permission to conduct this study at your school and involve you and your teachers in this study. Your permission to secure data for this study will be deeply appreciated.

Thank you in advance for your cooperation.

Yours sincerely,

A.K Makendano (M.Ed. student)   DR. V.P Mahlangu
Ref: 57647100   Supervisor
0812749928   +27124205624

APPENDIX D

Informed consent letter

Title: Investigating teacher's experiences of learner discipline in Senior Secondary schools in Zambezi region of Namibia.

Dear Prospective participant

My name is Aggrey Kayabu Makendano and I am doing research with Dr Vimbi P Mahlangu a senior lecturer in the Department of Educational leadership and Management towards a MED degree at the University of South Africa. He may be contacted at the contact details: telephone number + 27124205624 and e-mail: vimbi.mahlangu @up.ac.za Should you have any questions , my contacts details are 0812749928,e-mail: jkuyonisa@yahoo.com We are inviting you to participate in the study   entitled " Investigating teachers experiences of learners discipline in Senior Secondary schools in Zambezi region of Namibia.

What is the purpose of the study?

The purpose of the study will be to investigate teacher's experience of learners discipline for twelve participants (Principals, Head of Departments, Senior and Ordinary teachers) at three Senior Secondary schools of Sibbinda circuit in Zambezi region. The researcher undertakes to share the outcome of the study with your school, the whole region and the Ministry of Education, Arts and Culture. It is envisaged that the results/ findings of the study could assist in the successful improvement in the management of learner discipline in schools and classroom in future.

Why am I being invited to participate?

You are selected to take part in this study because I believe that you met the criteria set for the research study, and you could provide me with the best or relevant information to address the research questions and because of your valuable experience and expertise related to my research topic. Twelve participants (3 principals, 3 head of departments, 3 senior and 3 ordinary teachers) will be selected from three Senior Secondary schools of Sibbinda circuit of the Zambezi region. I believe that all of you the selected participants are in one or another way linked to the management of learners discipline in the schools.

What is the nature of my participation in this study?

This study involves questionnaires. You are kindly requested to complete the open-ended questionnaire, comprising of two sections: **Section A: Personal information** and Section B: Open-ended question as honestly and frankly as possible and according to your personal views, knowledge and experience.

The expected questions are:

Question 1: What are your experiences as teachers with regard to learner's discipline?

Question 2: What are your views as teachers regarding the importance of learner's discipline?

Question 3: How do teachers experience the consequences of lack of learners discipline in Senior Secondary schools?

Question 4: Which strategies can be implemented by teachers to improve learner discipline in Senior Secondary schools?

The expected duration of this open- ended questionnaire completion will be approximately fifty (50) minutes to take place in a mutually agreed upon location at a time convenient to you.

Can I withdraw from this study even having agreed to participate?

I would like to reassure you that as a participant in this research study you have several very definite rights: one of those rights that your participation in this study is entirely voluntary and you are under no obligation to consent your participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw from this research study at any time and without giving a reason or penalty or negative consequences.

What are the potential benefits of taking part in this study?

In this research, the researcher undertakes to share the outcome and findings of the study with your school, the whole region and the Ministry of Education, Arts and Culture. The findings of the study will benefit your school, the whole region and the Ministry of Education, Arts and Culture. The summary of the findings of my study will be sent to you and your school and it is envisaged that the results/ findings of this study could assist in the successful improvement in the management of learner discipline in schools and classrooms in future.

Are there any negative consequences for me if I participate in the research project?

In this research study, there are no known or anticipated risks to you as a participant in this study and no foreseeable risks are associated with the completion of the questionnaire which is for research purpose only.

With the information that I convey to the researcher and my identity to be kept confidential?

You have the right to insist that your name will not be recorded anywhere, and that no one, apart from the researcher and other selected participants will know about your involvement in this research. You are not required to indicate your name or school and your name and that of your school will not be recorded anywhere and no one will be able to connect you to the answers you give and your anonymity will be ensured. However, indication of your age, gender, occupation, marital status, academic qualification, experience and level of teaching will contribute to a more comprehensive analysis. In this research study, information about the participants will be considered confidential and only the researcher will have access to names and data (questionnaire). The names of all the participants will not be revealed. The names of participants and of the schools will be coded. In this research, the reporting of the findings / results will be groups and not individual results. All the information obtained from this open-ended questionnaire will be used for research purposes only and will remain confidential.

How will the researcher(s) protect the security of data?

In this research hard copies of your answers (questionnaires) will be stored by the researcher for a period of five years in a safe locked cabinet in my house for future research or academic purposes. Electronic information will be stored on a password protected computer. After five years all stored information will be destroyed. In this regard, hard copies (questionnaires) will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programmes.

Will I receive payment or any incentives for participating in this research?

In this research study, there will be no payment or any incentives for participating. Your participation will mean that you are just assisting me voluntary/ willingly in this project. You will get a copy of my final results/ findings of my study. Thank you in advance for your willingness to assist me in this project. If you accept my invitation to participate, we request you to sign the consent to participate in this study (Return slip) on the next page.

Has the study received ethics approval?

This research study has received written approval from the research ethics review committee of the College of Education, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

How will I be informed of the findings/results of the research?

If you would like to be informed of the final research findings, please contact Aggrey Kayabu Makendano on **0812749928** or e-mail jkuyonisa@yahoo.com. The findings are accessible for 3 month.

Should you require any further Information or want to contact the researcher about any aspect of these study, please contact **061 239843** e-mail JKunyonisa@yahoo.com.

Should you have concerns about the way in which the research has been conducted, you may contact +**27124205624**; e-mail; venibi.Mahlangu@up.ac.za. Alternatively, contact the research ethics chairperson of the College of Education Research Ethics review Committee Dr M. Claassen, e-mail mcdte@netactive.co.za; Tel:012 346 0701; Cell 082 9402693. Web: www.unisa.ac.za/cedu

Thank you for taking time to read this information sheet and for participating in this study.

Thank you,

……………….

Aggrey K Makendano (Mr.)

Consent form to participate in this study (return slip).

I…………………….............confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet (informed consent letter).

I understand that research will attempt to investigate teacher's experiences of learner discipline in senior secondary schools in Zambezi region of Namibia.

I had sufficient opportunity to ask questions and I am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty or negative consequences.

I am aware that the findings of this study will be processed in a research dissertation, but that my participation will be kept confidential unless otherwise specified.

I agree to give my consent in giving information through an open-ended questionnaire and the questionnaire will be store in a safe locked cabinet for the period of five (5) years.

I confirm that I was informed that if I have any question about my rights as a study participant or dissatisfied at any time with any aspect of the study, I may contact Mr. Aggrey Kayabu Makendano (researcher) at cell: 0812749928.

I have received a signed copy of the informed consent agreement.

With full knowledge of all foregoing, I agree of my free will to participate in this study.

Participant's name and surname (please print) _____

Participant' signature   Date

Researcher's name and surname (please print) _____

Researcher's signature   Date

Appendix F.

Questionnaire

Title: investigating teachers' experiences of learners discipline in senior secondary schools in Zambezi region of Namibia.

There are many views that teachers hold on the question of discipline in schools. Some teachers hold the view that both learners and teachers contribute to learners' indiscipline in schools, while other teachers believe that it is only learners who are the source of indiscipline in schools.

Many factors and excuses will always be made, and shifting of blames to particular individuals will always persist to justify failure of our schools. As teachers, what are your views on learners' indiscipline at your school?

As you see, this is not a test and there is no right or wrong answers.

Instructions.

1. Please answer all the questions frankly and objectively, using your own judgement and experience.
2. Do not discuss the questionnaire with fellow colleagues. Your individual opinion will be valued.
3. Your answers will be treated as confidential and anonymously as possible, that's why you are not even required to write down your name or the name of your school. The information and answers you are going to give will assist me in writing the final masters' report. The researcher will personally collect the questionnaire.

Section A: Personal information.

In this section I would like to know a little about you to evaluate different opinions.

1. Which one of the following age categories applies to you?

20-30   years

31-40   years

41-50   years

51-60   years

60+   years

2. Indicate whether you are:

Male ☐

Female ☐

3. What is your marital status?

Single ☐

Married ☐

Divorced/ separated ☐

Widowed ☐

4. Indicate your highest qualification.

LPTC ☐

PTC ☐

ECP ☐

BETD ☐

DEGREE ☐

HED ☐

HONOURS ☐

MASTERS ☐

5. How many years have you taught?

1-10

11-20

21-30

31-40

6. What is your occupational rank?

Teacher

Senior teacher

Head of department

Principal

7. At what level are you teaching?

Junior secondary

Senior secondary

Section B: open-ended questions.

Question 1.

What are your experience as teacher with regard to learner discipline?

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Question 2.

What are your views as teachers regarding the importance of learner discipline?

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Question 3.

How do teachers experience the consequences of lack of learner discipline in senior secondary school?

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Question 4.

Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

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Thank you for your co-operation.

Appendix G

Aggrey Kayabu Makendano
P O Box 516
Ngweze
Katima Mulilo
18 May 2016

To: The Head of department

Dear sir/madam

Re: Invitation to participate in research study at your school.

I am Aggrey Kayabu Makendano doing research with Dr Vimbi P Mahlangu in the Department of Educational Leadership and Management towards a Med Degree at the University of South Africa. He can be contacted at Tel.no +27124 2056 24 and email vimbi.mahlangu@up.ac.za for any questions.

We are inviting to participate in a study entitled "Investigating teacher's experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia". The aim of this study is to investigate teacher's experiences /views/understanding of learners discipline for twelve teachers at three senior secondary schools of Sibbinda circuit in the Zambezi region.

You and your school has been selected to take part in this research (open-ended questionnaire) because your school will provide me with the best on relevant information to address the research questions and that all the selected participants are one or another way linked to the management of learners discipline at these schools or that they comply with certain characteristics in mind.

The research here undertake to share the outcome of the study with your school, the whole region and the ministry of education, arts and culture. It is envisaged that the results of this study will assist in the successful improvement in the management of learners discipline in schools and classrooms in future. No foreseeable risks are associated with the completion of the questionnaires which is for research purpose only.

Permission to undertake this this research study has been granted by the department of educational leadership and management and the ethics committee of the college of education UNISA. The Zambezi region director of education has also approved this research to proceed. You and your school will form part of the study. This study involves no violation of individual rights of privacy, participation in this study is entirely voluntary. Participants are free to withdraw at any time without any consequences penalty. This research will be strictly confidential and under no circumstances will participant's names and school or identifying characteristic be included in this report. I am therefore kindly inviting you to participate in this study within your school- this will help to secure data required towards this research, your contribution is deeply appreciated.

Thank you in advance for your consideration.

You're sincerely

 A K Makendano (Med student)
Ref # 57647100
081 274 9928

Appendix H

Aggrey Kayabu Makendano
P O Box 516
Ngweze
Katima Mulilo
18 04 2016

To: The Teachers

Dear sir/madam

<u>Re: Invitation to participate in research study at your school.</u>

I am Aggrey Kayabu Makendano doing research with Dr Vimbi P Mahlangu in the Department of Educational Leadership and Management towards a Med Degree at the University of South Africa. He can be contacted at Tel.no +271 24 2056 24 and email vimbi.mahlangu@up.ac.za for any questions.

We are inviting to participate in a study entitled "Investigating teacher's experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia". The aim of this study is to investigate teacher's experiences /views/understanding of learners discipline for twelve teachers at three senior secondary schools of Sibbinda circuit in the Zambezi region.

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The research here undertake to share the outcome of the study with your school, the whole region and the ministry of education, arts and culture. It is envisaged that the results of this study will assist in the successful improvement in the management of learners discipline in schools and classrooms in future. No foreseeable risks are associated with the completion of the questionnaires which is for research purpose only.

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Thank you in advance for your consideration.

You're sincerely

A K Makendano (Med student)
Ref # 57647100
081 274 9928

APPENDIX I

UNISA | university
of south africa

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

15 June 2016

Ref : **2016/06/15/57647100/05/MC**
Student : Mr AK Makendano
Student Number : 57647100

Dear Mr Makendano

Decision: Ethics Approval

Researcher: Mr AK Makendano
Tel: +2781 274 9928
Email: Jkuyonisa@yahoo.com

Supervisor: Dr VP Mahlangu
College of Education
Department of Educational Leadership and Development
Tel: +2712 420 5624
Email: vimbi.mahlangu@up.ac.za

Proposal: Investigation teacher's experiences of learner discipline in senior secondary schools in Zambezi region of Namibia.

Qualification: M Ed in Educational Leadership and Development

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 15 June 2016.

The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*

2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*