

**EXAMINING LEARNER INDISCIPLINE IN SELECTED SECONDARY SCHOOLS IN
ZAMBEZI REGION IN NAMIBIA: A CASE STUDY**

By

MWILIMA BOLLEN MWILIMA

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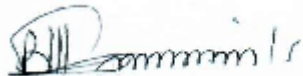
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DECLARATION OF ORIGINALITY

I Mwilima Bollen Mwilima (35238267), declare that this research study: **Examining learner indiscipline in secondary schools in Zambezi region in Namibia: A case study** is my original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references

Signature:

Date:



16.08.2021

DEDICATION

I dedicate this study to my dear Mother, Esther Njala Samati, and my Father, Gideon Mwilima Matengu, who instilled in their children the essential of learning and motivated them to accomplish their goals. To them, I will always be thankful.

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ABSTRACT

This study examined learner indiscipline in selected secondary schools in Zambezi region of Namibia. A case study was carried out in two secondary schools one in Katima Mulilo circuit and one in Chichimani circuit in the Zambezi educational region. The aim of this study was to examine learner indiscipline in selected secondary schools in the Zambezi educational settings in Namibia. The study further explored how teachers perceive and manage discipline in their schools. The study used a qualitative research approach which was positioned in the interpretive paradigm. The research instruments consisted of individuals and focus group interviews, as well as document analysis. The study was underpinned by a theoretical framework of William Glasser (2010) the choice theory.

The analysis of the produced and presented information led to the findings that the principals and teachers conceptualised different meanings to phrase “discipline” and the meaning individual teachers connect to discipline influence on their preference of discipline methods. The findings of this study established various discipline problems such as absence from school, being rude to teachers, being inattentive, early engagement in sexual activities, failure to do schoolwork, noise-making, late-coming to school, and using abusive language. Moreover, the findings found that lack of parental support in lives of their children, family background, abuse of various substances and alcohol, balance between learning content and overcrowding classrooms, peer pressure were the huge causes of discipline problems. The findings established that teachers were using different methods to maintain learner’s discipline such disciplinary committee, learner counselling, detention, and parental participation.

The study came up with the proposal that principals and teachers should establish a set of rules and regulations for the school and ensure that they have been discussed and agreed on by all school stakeholders including learners. To address discipline problems the study came up with the key recommendations that the school management should establish a disciplinary committee which consist of the principal, senior teaching staff members and representations from the learners. Active parental participation in education of their children is important for the management of discipline in schools. Teachers should acquaint themselves and learn to know

learners' home backgrounds in order to understand learners they are dealing with. In-service workshops for all teachers across the country to be trained in disciplining learners should be organised by Directorate of Education in the Region. The finding further noted that the indiscipline among learners makes it impossible to teach effectively.

Key Words: Discipline; Disciplinary measures; Ill-behaviour; Indiscipline; Impact of discipline; learner behaviour; Principal; Punishment; Secondary school; Teacher, Zambezi region, Namibia.

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ACRONYMS AND ABBREVIATIONS

DNEA Directorate of National Examination and Assessment

LAC Legal Assistance Centre

UNDP United Nations Development Programme

UNISA University of South Africa

CHAPTER 1:

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Discipline at schools has always been recognised as important for the proper functioning of learning institutions. This was acknowledged in the Namibian Education Act, 16 of 2001 (Namibia, 2001). It is a fact that if there is no discipline, protection and a feeling of security, schools cannot function properly nor can learning takes place (Kapueja, 2014). It is difficult, if not impossible, for learners to concentrate on learning when they have to deal with disrespect, bullying, sexual harassments, threats or violence. Kapueja (2014:18) went a step further in saying that an “undisciplined class cannot be taught nor be developed to its full potential”. There is a global belief that discipline is necessary for learners to learn and teachers are expected to establish and maintain well-disciplined schools. Moreover, discipline has been viewed for many generations as a goal in itself, which is an essential goal in education. The government, community members, and school stakeholders historically have taken pride in maintaining well-disciplined schools. However, this has not consistently been the case in Namibia, as a number of studies and publications have pointed to the deteriorating environment of the school discipline (Amutenya, 2013; Hiholiwe, 2015; United Nations Development Programme (UNDP) 2016). The major concerns are: late-coming of learners, teenage pregnancy, sexual promiscuity, cheating in examinations, and general violence (Hiholiwe, 2015; Ndeleki, 2016).

In this regard, Education Minister Himarwa (2019:1) is also disturbed by rampant breakdown of discipline in Namibian schools which have caused teaching and learning to become difficult if not impossible. She stated further that although the right to education is guaranteed in the Constitution, such a right can be revoked, if abused to harm others through ill-disciplined and other forms of evils that obstruct the learning process (Namibian Sun, 2016). As a result, learner performance has been seriously affected and evidence of the decrease in discipline among learners in secondary schools in Namibia has been observed (UNDP, 2016).

1.2 BACKGROUND TO THE PROBLEM

The current condition in Namibian schools sounds to indicate that issues of indiscipline among secondary school learners has led to a state of unsuccessful teaching and learning. It was commonly held that the abolition of corporal punishment has been led to a rampant breakdown of discipline in Namibian schools (Smit & Amushigamo, 2016; Upindi 2012; Zimba, Auala & Scott, 1998). Various issues of “indiscipline”, including learners’ alcohol and tobacco use, theft of school property, verbal abuse, wielding of the dangerous weapon on school premises, shameless act in violation of school rules, to name but a few, have become the order of the day (UNDP, 2016). However, the code of conduct for the Namibian schools introduced in 1990, states that every learner must have respect for a person’s rights and property of their fellow learners and schools (Ministry of Basic Education and Culture, 2005). The deterioration of discipline in Namibian schools is not unparalleled, but it is a global phenomenon. The difficulties underlying the moral dilemma and decrease in discipline also occur in other parts of the world such as the USA and the United Kingdom (Antes & Nardin, 1994). This is similar to the findings of the Education Management Information System in Namibia made available in 2016 by the UNDP. Central to the statistics is the number of learners who dropped out of school in 2013 and 2014 for various reasons; among them early pregnancies, attacks by fellow learners, rape and harassment by other learners. In addition, to these disciplinary problems, Namibian classrooms are regularly characterised by other, less serious types of misbehaviour which disrupt and interferes with the daily business of school activities (Mushaandjia, 2006). Moreover, Hiholiwe (2015:12) provided accounts of the decrease in discipline in Namibian schools which include; the situations in schools, where learners are appear to be in charge and untouchable by the authorities. They dictate the culture at school and have a choice of whether to obey the set rules or not. The teachers’ main tasks in public schools are limited to teaching and nothing else. The right to discipline has been taken away from them.

However, nurturing learners has been demonstrated to be a monumental task for teachers, in particular, using supportive discipline rather than punitive disciplinary measures. In order to guarantee a successful outcome, safe learning environments are therefore indispensable for schools to establish effective discipline (Sibanda & Mpofo, 2017:117). Scholars such as Horner, Sugai, and Anderson (2010:359) and

Schifef (2013:6) were in agreement that the most productive answers to learner behaviours can be teaching of social skills, giving learners a reason to behave, and providing positive consequences for desirable behaviour.

In support of the idea, Sugai and Horner (2006:264) were of the view that on other occasions teaching personnel productively instruct, by using motivation as well as role-play, and commending appropriate behaviour according to the rules; the relationship of learners displaying slight and severe behavioural challenges could be reduced thus alleviating the overall learning environment in schools.

According to Oosthuizen, Botha, Roos, Rossouw and Smit (cited in Lekganyane, 2011:54) assert that discipline is chiefly “directed at correction and not retribution”. Retribution in this school of thought suggests punishment, which implies an act that causes harm and pain (Lekganyane, 2011:54). An important issue is the role and value of punishment in changing learner behaviour. Traditional methods are focused more on punishment procedures such as denying privileges, using corporal punishment, and excluding learners from general educational activities. The basic approach has been “to spare the rod and, spoil the child” (Kapueja, 2014). In a sense, the expectation is that learners should do what is needed, and if they choose otherwise, punishment will follow. Cooperation in school is expected and problem behaviour is punishable. Consequently, according to this school of thought, the primary remedy for addressing problem behaviour lies in increasing punitive measures. In effect, this approach proclaims “zero-tolerance” for serious behaviour, or “get rid of the rotten apple”. However, in recent years, researchers have found that positive rewards, in conjunction with behavioural enforcement, have harnessed learners’ behaviour and contributed significantly to establishing positive school environs (Sugai, 2008). This school of thought recommends increasing the positive aspects in the discipline plan, particularly the systematic guidance of the ethical development of learners, and supporting learners to engage in the pursuit of valued interests and knowledge (MacAllister, 2014).

1.3 RESEARCH PURPOSE

The reason for this investigation is to examine and describe issues of indiscipline, as well as how teachers in selected schools in the Zambezi region of Namibia perceive and manage learner behaviour in their schools.

1.4 STATEMENT OF THE PROBLEM

The deterioration of learner behaviour and discipline in Namibia, especially in the Zambezi educational region seems to be a problem experienced by all stakeholders in instructional settings (Legal Assistance Centre, 2017). It poses a serious challenge to functional activities and its management in schools. It disturbs the community, the school administration and government efforts directly or indirectly. And if the worsening ill-discipline trend persists unabated; it then compromises the learning process in schools and to a larger extent negatively impacts the entire education system. In this context, discipline seems to be the pillar for the success of a school in academic and extracurricular activities. The Education Act 16 of 2001 elaborates that when there is an absence of safety because of insecurity and poor discipline, schools cannot function optimally. This means that a disorderly, disruptive and unsafe environment makes teaching and learning impossible. Managing behaviour in schools is therefore necessary to allow learning and teaching to take place in a peaceful atmosphere.

Numerous studies have been conducted on the area of discipline in learning institutions. These studies include Antonio (2017), Upindi (2012) and Makendano (2016). However, the studies reviewed do not provide clear empirical evidence on the effective strategies which could be used to deal with learner indiscipline in the learning institutions.

In view of the above studies, one can deduce that the condition of indiscipline problems among learners in secondary schools is escalating. Occurrences of negative learner behaviour are deliberately creating trouble at school, teenage pregnancy, rape, fighting, use of alcohol and tobacco, laxity to comply with the school rules, and assault by using dangerous weapons in schools (Namibia National Teachers Union, 2012:4). These mushrooming occurrences of learner ill-behaviour stimulated the interest of the researcher to carry out this study, in an attempt to find

ways to alleviate issues of indiscipline in selected schools in Zambezi educational settings. It is therefore the aim of this inquiry, to examine principals' and teachers' opinions pertaining to what behaviour and attitudes constitute learner ill-discipline in schools; and to substantiate with evidence the practicable and productive strategies to deal with indiscipline in academic institutions.

1.5 RESEARCH QUESTIONS

1.5.1 Main Research Question

How learner indiscipline is managed in selected schools in the Zambezi educational settings in Namibia?

1.5.2 Sub-Research Questions

- Which behaviours and attitudes constitute learner ill-behaviour?
- What are the major causes of learner ill-behaviour in selected settings?
- What are policy imperatives regarding learner ill-discipline? Are these policies effective?
- What effective strategies could be suggested to deal with learner indiscipline?

1.6 AIM AND OBJECTIVES OF THE RESEARCH

1.6.1 Main Aim of the Study

This study is aimed at examining learner indiscipline in selected schools in the Zambezi educational settings in Namibia.

1.6.2 Objectives of the Study

- To determine behaviours and attitudes that constitutes learner indiscipline in selected schools in the Zambezi educational settings.
- To find out the causes of learner indiscipline.
- To investigate policy position and their effectiveness regarding learner ill-discipline.
- To recommend effective strategies that could be utilised in dealing with learner indiscipline.

1.7 PRELIMINARY LITERATURE REVIEW

The concept “discipline” is borrowed from the Latin words “disciplina” and “discipulus”, which make reference to systematic instruction given to a learner, commonly referred to as a disciple. Instruction means to train by instructing and exercising in accordance with rules, while “discipline” refers to the system of governance that controls the practice of order to disciples or learners respectively (De Klerk & Rens, 2003:357). In other words, discipline alludes to behaviour in accordance with the rules of conduct, and to bring about a state of order and obedience in training learners. Also important is Mabeba and Prinsloo’s (2000:34) reference to “discipline” as educating learners, controlling “academic achievement”, giving “advice” and creating orderliness. In effect, discipline guides order in social institutions, and dictates correct behaviour and reaction. In support of this, De Klerk and Rens (2003:357) further asserted that educational discipline suggests control, supervision and taking the leading role; thus, the function or educational task will not only continue smoothly but can also exhibit improvement in order to achieve the desired goals. Ultimately, all educational staff needs to reach a mutual agreement on what discipline often intuitively demands of us all, in order to meet set targets. The study by Mokhele (2006:150) also indicated that exercising of discipline should not be interpreted solely as a “clamp-down on disorderly, boisterous and unruly behaviour, but as a means of infiltrating into a loving, care for and showing relationship with the learners”. The researcher is of the view that this form of discipline is based on mutual respect and love between teachers and learners. As Nxumalo (2001) noted, “discipline” is imperative towards the central business of the school as well as the key aspects of school “teaching” and learning to be functional. It is necessary to take note that issues of discipline are fundamental to successful schooling. This view is supported by Kapueja (2014) who alludes to discipline as significant for creating a positive school environment which is thus conducive to good educational objectives.

Mwamwenda (2008:276) viewed discipline at learning institutions as essential, since without it the aspirations of the school cannot be successfully accomplished. Gaustad (2008:1) explained that discipline in schools has two primary aims; namely, to guarantee the safety of teachers and learners, and to make the environments favourable for teaching and learning to succeed. He suggested that serious acts of unacceptable behaviour that entails violence or criminal behaviour may impede the

achievement of these goals. However, teachers consider discipline as a difficult exercise which they have to manage on a daily basis.

Teaching and learning have been difficult in most schools, and unachievable in others, because teachers do not understand how to nurture discipline in classrooms (Kapueja, 2014:18). Research concepts such as discipline, indiscipline, learner behaviour, and ill-discipline will be treated throughout this study, as highlighted below.

Discipline in Namibian schools, or more precisely the level of indiscipline in secondary schools, is an emotive matter (Engelbrecht, 2016:1). This is so because good discipline is seen as fulfilling two separate but related functions. Firstly, it is a necessary condition for effective learning in the social world (Pitsoe & Letseka, 2014:1526). For this study, discipline is vitally important for teachers to be able to foster self-discipline in schools by means of nurturing desirable norms and patterns of behaviour in learners. The focus of this approach should be on self-control on the part of teachers and learners. However, some reports of disruptions in the classrooms naturally create concern about learning opportunities, pertaining to the effects on learners' achievement in national examinations and about their life chances (Ministry of Education, 2011). Secondly, good discipline is an end in itself, an outcome of education. Thus, discipline develops learners in totality. However, it is important to note that schools with good discipline serve as an open channel for building trust between teachers and learners (Botha, 2016:185). The public's trust is very clear that the children's learning must be conducted in a safe and orderly environment (Sugai 2008: xv). Reports of indiscipline, therefore, make the public wonder about the kind of society we are becoming (Hiholiwe, 2015:3).

The government has given considerable attention to the issue of school discipline. There have been two major guidelines on standards of discipline since the abolishment of corporal punishment 1991 in Namibia. To this end, Smit and Amushigamo (2016:651) pointed out that the Ministry of Education and Culture introduced two documents comprising alternative approaches to learners' behaviour. They asserted that the two documents, that is: "Discipline from Within (Smit & Amushigamo, 2016:654), and "Discipline with Care" were drafted. They further explained that the documents strengthened the division of labour and coordinated a

duty to take care of learners' behaviour among the teachers, parents and learners; and thereby harnessed learners' self-discipline in educational settings. As a reaction, three policy instruments were afterwards accompanied by the Education Act 16 of 2001 (Namibia 2001), the Namibian Schools Code of Conduct (Ministry of Basic Education and Culture, 2004), "which revitalised the introduced approach of conclusive learner actions, connected with benefits such as mutual understanding, courteous behaviour as well as usefulness were advanced" (Smit & Amushigamo, 2016:652).

Therefore, the existing condition of "ill-behaviour" among learners in schools under investigation is not conducive to learning. Conundrums such as alcohol and tobacco use, theft of school property, smuggling of dangerous weapon at school premises and openly breaking of school rules end in dysfunctional school learning and teaching. Upindi, Mushaandja & Likando (2016) established that in such circumstances teachers find it hard to apply the code of conduct, classroom rules, and to undertake their tasks productively. Since the authority of expelling ill-discipline learners has been abrogated by the law; the school principals are powerless and their hands are tied as they do not have any right to expel misbehaving learners. In this study, national and international scholarly, literatures are reviewed extensively in Chapter 2.

1.8 THEORETICAL FRAMEWORK

The choice theory relating to relationship-driven counselling and lead management style characteristics are used to explain the findings of the inquiry. This theory was put forward by William Glasser who believes that people have to be motivated in order for them to be driven to a certain direction. According to Glasser (2010), the choice theory ideology was developed because of its emphasis on improving current relationships. Choice theory assumes, therefore, that an individual who is permitted to choose his or her behaviour to accomplish a wanted end-product can be creative, disciplined, flexible and self-confident, while an individual who has little choice may experience lower self-respect and negative emotions (Botha, 2016). Choice theory supports Reality Therapy, the counselling method (Glasser, 2010). Reality therapy procedures are the delivery system or train on the track of choice theory (Glasser, 2010). This theory acknowledges the fact that learners should be counselled

regarding more effective choices in order to accomplish want satisfaction, and therefore greater happiness. The assumption of the choice theory is neither insight about underlying causes of problems nor resolution of unconscious conflict (Glasser, 2010). It is about truthful assessment of current behaviours, the betterment of individual insight, and most of all, assisting learners to take positive actions to maintain the relationships with the individuals they want in their lives. According to the William Glasser Institute (2010), the lead management style continually works on the system to make a non-coercive environment which encourages learners to self-assessment and accomplish quality learning. However, it is important that a lead management style is able to persuade learners to continually improve their discipline in interrelating with the one who establishes trust. The main element of the theory is that the central need for individual competence is “an internal motivation which is self-activated; and independent of extrinsic wants such as the reward of praise” (Bechuke & Debeila, 2012:243). The relevance of this theory is justified when discussing the framework of the findings later in this inquiry.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research Paradigm

The paradigm in which the proposed study was conducted was interpretive. Interpretive studies according to Patton (2015) are concerned with meaning and aim at understanding the definition of phenomena. The interpretive approach therefore generates a descriptive analysis which emphasises a deep interpretive understanding of social problems. During this study, the investigator sought to understand how teachers and school principals perceive the problem of learner behaviour in selected schools. Leedy and Ormrod (2015) were of the view that the reality studied in this way includes individual’s subjective know-how of the world around them. The researcher therefore typically embraces the subjective epistemological stance of the partakers in research. Epistemology can be considered to be the inquiry about the foundation of human understanding (Merriam & Tisdell 2016). The term epistemology, according to Mouton (2016), means ‘truthful knowledge’ as taken from the Greek term *episteme*.

1.9.2 Research Approach

The study was approached from a qualitative perspective. Qualitative research approach often comprises more than one method of data collection (McMillan & Schumacher, 2010) and includes a description of a phenomenon in words to capture the richness and complexity of behaviour from the participants' perspective. This implies that the study was descriptive, analytic and interpretive in its approach to the phenomenon of learner behaviour in the selected secondary schools. Qualitative research is described as an emergent research design, thus implying that data is gathered and analysed in an ongoing process until as new information is uncovered. This allows for important understanding to be discovered and then pursued in additional data collection efforts (Maykut & Morehouse, 2001).

1.9.3 Design of the Research

Research design is defined by Mouton (2016) as a plan of how one wants to carry out the investigation. It can also be regarded as the strategy by which the researcher conducts the investigation and achieves their analysis aims and targets. According to Maree (2011), the overall structure of the procedure followed by the researcher, when gathering data as well as conducting the examination of information is provided by the enquiry design. Given the type of research, a qualitative case study design was used. According to Leedy and Ormrod (2015) the approach to the inquiry which facilitates exploration of the problem inside its context employing different sources of data is referred to as a qualitative case study. In this way, it was ensured that the problem was not examined through one lens, but through different lenses that permitted many facets of the problem to be uncovered and understood (Baxter & Jack, 2008). Through this strategy, an opportunity was afforded to the researcher to employ other strategies and sources in the process of data gathering (Merriam & Tisdell, 2016). Moreover, the data to be obtained from these sources was combined when the data was examined rather than dealt on an individual basis. Every source of data was treated as a single portion of the research problem. Furthermore, each source of data was an important part which contributed to the researcher's comprehension of the problem being studied (McMillan & Schumacher, 2015).

Using a qualitative approach makes it possible to employ amongst other things, a case study design. A qualitative case study design examines small, distinct groups

such as school learners in a classroom, teachers in a school or a group of principals in a selected institution (Maykut & Morehouse, 2001). A case study is defined by Merriam (2002:27) as a qualitative study aimed at forming part of an intensive description which is holistic in nature, an analysis of a sole instance, a phenomenon and a social unit. It is basically an intensive investigation of factors that contribute to the future/structure of the case. In this research, the case study was used to analyse and explore the perceptions of discipline in two secondary schools.

1.9.4 Research Methods

In qualitative research, there is a need to explore the research problem from different perspectives and by using a variety of methods (Creswell, 2012). Research instruments used for data gathering in this study consisted of interviews and document analysis.

1.9.4.1 Interviews

Interviews are one of the best data-gathering instruments used in the qualitative research process. According to Merriam and Tisdell (2016), an interview is a personal exchange of information between the interviewee and the interviewer. It is argued by Mouton (2016) that the purpose is not to get responses to the question, but to understand the perceptions and knowledge of other individuals as well as the meaning that people generate out of that understanding. The interview was defined by Cohen, Manion and Morrison (2011) as an instrument that is flexible for gathering data to enable the researcher to use many channels both verbal and non-verbal. For this research, the researcher used five teachers (for two focus groups), and one principal (for semi-structured interviews) who were selected from each of the two schools totalling 12 participants, (Baxter & Jack, 2008) to assist the researcher to better comprehend teachers' perspectives on the impact of learner indiscipline on learning and teaching. In this research, the researcher recorded, transcribed (verbatim) and extensively analysed the data gathered through the interviews.

1.9.4.2 Document analysis

Document analysis, according to Maree (2011:18), is the process whereby all the written data that sheds light on one's research is looked at. In this regard, a document was briefly defined by Makendano (2016) as a record of a process or an

event of persons that may take various forms. During this inquiry, it was vital to undertake an analysis of documents in the two selected schools such as policies of schools, school code of conduct and, books where minutes of disciplinary meetings were reviewed. Official documents such as “Education Act and Government Gazettes dealing with discipline” at school were also examined to broaden the scope of the document analysis process. The researcher reviewed these documents with the intention of taking notes from them for analysis purpose. Maykut and Morehouse (2001) maintained that a study of such documents could assist the researcher to have a clear picture of the issues being studied. In support of the above, Maree (2011) affirmed that documents help the investigator to corroborate the information that has been obtained from other sources.

1.9.5 Sampling

In this research, the sampling which was purposive in nature was used. According to Liamputtong (2013) and, McMillan and Schumacher (2015), the selection of a sample that might offer rich information that is on the problem under inquiry is referred as purposive sampling. On the other hand, McMillan and Schumacher (2010) referred to purposive sampling as a technique for selecting a small group of persons who may be knowledgeable and informative about the phenomenon of interest. In this inquiry, the selection of both participants and sites were based on the possibility that they might provide evidence that were relevant to the phenomenon in question. Thus, the researcher selected research sites that would purposefully inform the comprehension of the inquiry problem. A sample size of two high schools in the Region of the Zambezi (catering for the education of Grades 8 to 12) was used for the case study in this research.

As mentioned above, the researcher selected participants from the school stakeholders for both individual and focus groups. Individual interviews were conducted with the principals of the two schools, one from each school. In this inquiry, two interviews using focus groups were conducted with the participants who were selected from two schools. Two groups consisted of five teachers were selected from the secondary schools. Participants were chosen on the basis that they could possibly provide the necessary information. Furthermore, they were chosen on the basis of their gender as well as years of teaching experiences. All the

participants selected were expected to have more than five years of experience and be older than 30 years. To accommodate gender differences, this study included five men and five women. Merriam and Tisdell (2016) affirmed that purposive sampling, which indicates that the researcher selects certain elements from the population that might be informative with regard to the issue under discussion.

1.9.6 Strategies for Data Analysis

Data analysis according to Mouton (2016), entails separating the information into manageable sections to reveal trends, themes, patterns and relationships. During this inquiry, the information gathered was analysed with the purpose of gaining a new comprehension of the phenomenon being researched (Patton, 2015). In a qualitative study, inductive logical reasoning is required and the gathered data is organised into identifying patterns and categories and relationships between those categories (McMillan & Schumacher, 2010). In other words, raw data was broken down by simplifying and extracting key parts of the text. The data was then condensed and organised into a more accessible and compact form to allow the researcher to draw clear conclusions from the data.

During this study, analysis of data entailed the transcription of the responses to expose the meaning of the answers and to find emerging patterns. This was based on the relationship, common elements, and linkages between the categories, patterns and information pieces. From there, data was coded (marked) and themes were created. In this inquiry, the researcher used the linkages, relationships and the common elements between the themes as his initial interpretation. In this regard, inferences from the interpretation were made in order to answer the inquiry questions.

1.9.7 Trustworthiness of the Study

For this research, words like confirmability, credibility, dependability as well as consistency were used to ensure the study trustworthiness (Maree, 2011). To maintain credibility, the empirical aspect of the inquiry was done over a period of two months, during which the data gathered from the participants was accurately recorded and analysed. As regards consistency (Maree, 2011), the researcher

worked jointly in connection with his supervisor in order to ensure that research bias was minimised. In order to ensure dependability (Maykut & Morehouse, 2001), the study accounted for variables that could possibly result in changes owing to the emergent nature of the design. In order to ensure confirmability (Maykut & Morehouse, 2001), member checking was done which means that the transcribed information was submitted to the participants to double-check if the interview transcripts of the individual participants were accurate.

1.10 ETHICAL CONSIDERATIONS

In this investigation the researcher adhered to the following ethical aspects. The researcher applied for ethical clearance to be given with a certificate of clearance by the UNISA Ethics Review Committee (Appendix A). To conduct the study in the selected schools' approval was applied for from the regional director of the Zambezi Educational department (Appendix B and C). Likewise, all the principals and teachers selected signed informed consent regarding the objective of the study (i.e., examining learner indiscipline in secondary schools) and data-gathering procedures (Appendix D and E). The participants were also assured that the study was unrelated to any form of evaluation and that their names would remain anonymous. In this inquiry, the researcher explained the purpose of the study to the participants before the commencements of the interview process. Participants were given assurance by the researcher that the data gathered would be kept confidential and would be used only for the purpose of this research. Finally, participants were informed in writing that, their participation was voluntary and thus they were free to withdraw their participation at any time.

1.11 DELIMITATIONS OF THE STUDY

This investigation was delimited into two high schools in the Zambezi educational region. The reason for selecting the two high schools was done based on their Grade 10 and 12 results of the previous five years. The participants in this study, included teachers and principals only. As learner behaviour exists in the learning institutions, the study focused on conceptualising the phrase "discipline", possible causes of learner misbehaviour, impact of indiscipline, types of discipline, and

disciplinary methods used by both teachers and principals to maintain learner behaviour and order in their schools.

1.12 SIGNIFICANCE OF THE STUDY

This investigation was significant in that the result could be useful to education scholars, education planners and other researchers in education as it will hopefully increase the awareness of the value of understanding learner behaviour as well as disciplinary measures that could be beneficial and constructive to the schools. The findings will help principals and teachers of the secondary schools and other education stakeholders to adopt strategies to reduce learner indiscipline. If considered, the findings of this inquiry will assist policy makers and education planners to make adequate adjustments that will improve the performance in the administration and management of secondary schools.

1.13 DEFINITION OF CONCEPTS

1.13.1 Discipline

Discipline is about influencing someone to develop self-control and acceptable social behaviour that will enhance the social order (Van Deventer, 2018). With regard to education, it involves enhancing and maintaining order (MacAllister, 2014).

1.13.2 Indiscipline

The term “indiscipline” refers to any behaviour that reflects violations of social rule, or acts against others (Ferguson & Johnson, 2010). Indiscipline includes a broad range of bad behaviour such as bullying, stealing, vandalism of school property, sexual related problems, swearing and calling teachers names, absenteeism without valid reasons, disrespectful of school authorities, alcohol and drug abuse, truancy and absconding from classes (Ministry of Basic Education & Culture, 2004:4).

1.13.3 Positive Discipline

The concept “positive discipline” can be described as the positive points of behaviour, based on the idea that there are no bad learners, just good and bad behaviour (van Deventer 2018:374). It shifts the focus from control and punishment to positive behavioural support which aims in developing self-discipline.

1.13.4 Principal

In relation to the Namibian Education Act, no 16 of 2001, the concept “principal” refers to an educator who is heading the school either in full capacity or acting (Antonio, 2017).

1.13.5 Secondary School

A secondary school is described by Amutenya (2016:4) as the school that provides schooling to pupils starting from grade 8 to grade 12 levels. In the Namibian educational context, such schools are regarded as senior secondary schools (Ministry of Basic Education & Culture, 2004:6).

1.14 CHAPTER DIVISION

In Chapter 1, the study introduction, background of the problem and problem statement, main and sub-research question, study aims and objectives and the methodology of the inquiry are briefly explained.

Chapter 2 provides the literature review as well as theoretical background that guided this inquiry on the nature of learner behaviour in secondary schools.

In Chapter 3; the researcher provides a description of the research design, and research methods. Attention was also paid to sampling, limitations of the study, data gathering techniques and the manner in which the information was analysed, interpreted and presented.

Chapter 4 focuses on information presentation, analysis and a discussion of the results.

The concluding Chapter is Chapter 5, where the summary of the research results, the conclusions, and recommendations are provided.

1.15 CHAPTER SUMMARY

Within this chapter, the introduction to the study was provided. The inquiry questions and the aims and objectives of the inquiry were clearly formulated. The research methodology and its design were explained. The important concepts used in the

study were clarified. The significance and delimitations of the inquiry were also discussed in this chapter.

The next chapter presents a literature review, conceptual and the theoretical framework that underpin this study.

CHAPTER 2:

LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

In this chapter, a literature review was carried out to examine the phrase “perceptions of discipline”, the importance of discipline, possible causes of indiscipline, types of indiscipline, discipline in the Namibian context, and the impact of learner indiscipline as well as disciplinary measures. Such a consideration of the literature on discipline reveals that the concept of discipline has been of interest to many thinkers, researchers and scholars over many years.

2. 2 THE THEORETICAL UNDERPINNING OF THE STUDY

During this investigation, the theory of choice of Glasser is used to guide the inquiry. This theory was developed by Glasser who believed that people have to be motivated in order for them to be driven in a certain direction (Glasser, 1986). It is further acknowledged by Glasser that the most important power that motivates learners is involving them in the decisions that affect their lives (Upindi et al. 2016). The views above are supported by Bechuke and Debeila (2012) who stated that the most important principle of choice theory as applied in educational settings is demonstrated through the responsibilities which are provided to learners, their democratic rights and involving them in the decisions directed at improving their behaviour in schools. In this regard, it is believed that choice theory focuses on assisting learners to develop and take their responsibilities personally and enabling them to have self-control of their behaviour. In a similar vein, Lawson (2002) was of the view that teachers using the theory of choice would be able to instruct their pupils to appropriately and effectively satisfy their needs. In so doing, this will assist in diminishing the behavioural choices that are destructive in nature, and rather assist them to improve and accelerate their behavioural choices that might satisfy their needs effectively. The theory of choice suggests that learners should be empowered to manage their discipline themselves as well as enabling them to select what they believe and regard as proper or necessary for their own free will without being coerced or forced to make a choice one way or the other (Galvin, Miller & Nash, 2002).

For the Ministry of Education (2010) as quoted by Upindi (2012), choice theory leads to “discipline from within” that can teach learners to acknowledge the consequences of their behaviour. The key principles of “discipline from within” are to obtain information through listening, observing and questioning a learner, so that a teacher may be able to process the findings and immediately give advice and guidance. This creates confidence in the learner and makes an important contribution to the internal motivational needs of human beings (Glasser, 1998). By listening to the learner when he or she expresses the need, a relationship of trust is established between the teacher and the learner. When there is a relationship of trust, a learner is more likely to accept the teacher’s advice.

2.3 CONCEPTUALISING THE CONCEPT DISCIPLINE

2.3.1 The Meaning of the Word Discipline

As school discipline issues gained prominence in various African countries during the 1980s and late 1990s, a plethora of literature dealing with all aspects of the perception of discipline appeared in an attempt to encourage its development and implementations. In spite of this, discipline in schools is the absence of punitive measures has attracted much criticism and attempts to gain acceptance have been hampered by confusion and debate over the meaning, philosophical standpoint and feasibility of discipline as a process of bringing about self-control in societies (Kilimci 2009:242). Some scholars regard the term as ill-defined and lacking a clear philosophical basis. This has been compounded by the numerous ways in which the term has been conceptualised and applied. As a result, in practice, discipline appears to have conflicting purposes and priorities. This is further aggravated by an overemphasis on children’s rights (without a focus on concomitant responsibilities) as one of the aspects confusing principals and teachers in matter pertaining to the discipline of learners at school (Engelbrecht, 2016:5). Botha (2016:179) asserted that children’s rights have taken centre stage in the past 25 years, since the United Nation Convention on the Rights of the Child in 1989 and human rights legislation in various countries since 2000. The word “discipline” has transformed as rules that were to be followed by learners have been amended by rights and responsibilities (Botha 2016). As a result, same principals are under pressure to recognise learners’

rights above all else, and they do not identify the point at which learners' voices should be heard.

While it might seem appropriate to begin with a clear and unequivocal definition of discipline, the nature thereof is such that to advance any one single explanation would be foolhardy. Different authors view discipline from different perspectives. The term "discipline" means different things to different people. It is conceptualised differently in various cultures and different contexts. In the various contexts, the uses of discipline also differ; for example, the meaning of discipline at a village level differs from a classroom level (Ministry of Basic Education & Culture, 2004:8).

For the purpose of this study, discipline is defined as the training that is expected to produce a specified character or pattern of behaviour. It can also imply punishment intended to correct or train (Van Deventer 2018:374). This suggests that when one looks at discipline from an education and training perspective, one is concerned with a situation where there is someone who needs guidance and directions. These should be given by an adult to a younger person. Discipline in education and training should be characterised by the establishment of order and fairness. Joubert (2007:107) supported the idea of discipline as a positive behaviour aimed at encouraging appropriate behaviour and fostering self-control and self-discipline in learners. It is further argued that discipline may also be perceived as the development of the individual and the promotion of self-actualisation and empowerment (Van Deventer 2018:364).

In an educational context, discipline is designed to maintain a type of order which can promote learning objectives and, provide a teacher with a classroom atmosphere conducive to teaching and learning. In view of this, Bayraktar and Dogan (2017:31) argued that discipline ensures that learners are at peace both with themselves and their environs by introducing them to appropriate practices and maintaining the moral development of learners together with the sense of accountability. This is extrinsic in a way that it entails training of individuals to act in accordance with rules aimed at achieving goals which assists in accomplish the goal (Van Deventer, 2018:367). It involves the creation of order in a group, keeping the members of a group focused on a goal, and saving learners from harming or disturbing each other. Therefore, discipline is what an individual or groups learn

about keeping their behaviour under control in order to achieve the objectives of training. The conclusion can possibly be drawn that discipline in schools ought to be arranged so as to help learners foster understanding of life, as the concept integrates the knowledge and interests of the learner (MacAllister, 2014:445). When teachers teach this concept to learners, they are training them to behave in ways that are acceptable to the community and society at large.

On the one hand, it is openly accepted that discipline is needed for learners in order for them to be prosperous in schooling. Discipline, according to Kilimci (2009:242), refers to a branch of knowledge-training which develops self-restraint, distinctiveness, efficiency and strict control to stress obedience, or as a treatment that controls and punishes as a system of rules. In a study by Wheeler (2013:1), discipline was found to do with training which corrects, moulds or perfects the mental faculties, or moral development, obedience to authority or rules, as well as punishment to correct bad acts. However, the term may also be related to punishment that is a consequence of transgression of a code of conduct of behaviour. Consequently, discipline is an integral part of the teaching and learning process, which is aimed at helping learners become cooperative persons who can acquire self-discipline (MacAllister, 2014).

The South African Department of Education (2000:9) defined discipline in broad terms as part of the daily life of learners and teachers, which recognises the importance of human feelings, values and perceptions in the educational processes. But it is not a simple issue. It demands a great deal of time, creativity, commitment and resources. Among other things, this includes the view that effective discipline involves the management of relationships between individuals and groups based on the common values of human dignity, respect and quality. To realise an effective relationship, it is essential to create, for example, order, lawfulness and protection of the learners (Van Deventer, 2018:363). In such a way, learners often develop an educative, cooperative approach in which they learn to exercise self-control, respect others and accept the consequences of their actions.

Although much of the criticism levelled at discipline centres on a lack of clarity in terminology and the absence of a conceptual framework (Cotton, 2008:2), a review of an array of explanations such as the above, derived from different perspectives,

reveals a great deal of consensus and fewer variations than might be expected. Common to most explanations is the view that discipline comprises a continuous process which involves the creation and maintenance of a safe and happy learning environment; a promotion of mutual respect and self-acceptance; a facilitation of the learner's self-actualisation and feelings of personal growth; an increase in the learner's self-direction and independence; and the development of a learning climate that is challenging, understanding, supportive, exciting and free from threats (Du Preez & Roux 2010: 13; Mokhele, 2006:151).

Whichever explanation one accepts, it is clear that discipline is not a simple concept and that it incorporates a wide variety of complex issues. However, the potential value of discipline should not be ignored or dismissed because of differences in terminology and explanations.

2.3.2 The Importance of Discipline in Schools

Discipline is necessary and indispensable to maintain a certain standard of social conformity so that the school can function in an orderly and fearless manner. Learners do not grow up spontaneously; they must be brought up. In this respect, teachers should help learners to be self-reliant, free and responsible, that is, to become adult in a real sense. Discipline leads to good order and to correct, well-rounded, restrained behaviour. It provides learners with knowledge and skills and a sense of hope. It is necessary to motivate learners intrinsically rather than extrinsically, which comes from sanctions (Van Deventer 2018:363). In the same breath, Mtsweni 2008:28) endorsed the idea that discipline is to make learners understand that there is order which exists in the world. In terms of orderly behaviour, learners would then realise that some forms of actions are acceptable while others are not. Once discipline is understood, it cultivates a sense of personal responsibility that creates an awareness of order in the life of the learner, and it enhances self-control (Ndofirepi, Makaye, & Ndofirepi, 2012:87). Discipline applies universally, to everyone. The domain is common to all people, countries and communities. That is, whoever we are, whether it is in schools, in politics, at work, in churches, or hospitals, everyone is required to exercise some form of discipline (Pitsoe & Letseka, 2014:1527).

Nurturing in all institutions of social life is very important, because it trains individual to develop responsible behaviour leading to self-discipline. Discipline opens learners to the art of self-control, and social chaos can only be avoided if restraints are built into the character of learners (Onderi & Odera, 2012:710). They also believed that discipline subjects' learners to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school. The researcher agrees with the various studies reviewed (Mtsweni, 2008; Ndofirepi et al., 2012; Onderi & Odera, 2012) which state that discipline is essential for constructive learning at schools. Discipline is active, rather than passive in the sense that "the individual is the doer of action, the process engages tasks and is goal directed, and it features constitutive rules and instruction" (Ndofirepi et al., 2012). On the one hand, discipline is also important, even in the family. It makes it possible for parents to pass their wishes and thoughts to their children in an atmosphere of genuine love. It also stimulates tender affection possible through mutual understanding between parents and children, and between learners and teachers.

However, Raikoomar (2015:2) is of the view that without discipline there can be no scientific advances, no industrial or technological achievement, no settled system of law, any exploration or development. Thus, discipline is essential for personal growth and national prosperity. The reality of the matter is that, no institution that can succeed without discipline. Discipline is important where learners view it as good sense to comply with rules in order to learn. Through discipline, schools are able to create order, which, in turn, makes it possible for effective teaching and learning to take place. Without discipline, institutions are compelled to stop working properly. So, where there is chaos and individuals do as they wish, anarchy and confusion can happen. Furthermore, Nxumalo (2013:26) asserts that discipline is essentially for teaching and learning to be productive. It is important to note that issues of discipline are fundamental to successful schooling. This is supported by Pitsoe and Letseka (2014:1525), who allude to discipline as indispensables for creating a positive school environment that is conducive to sound academic performance.

2.3.3 Self-Discipline

According to Joubert (2007:109), self-discipline is the achievement of acceptable behaviour through one's own efforts rather than through external supervising or force. Similarly, Van Deventer (2018:363) argued that self-discipline involves the creation of an educational environment that fosters self-development, cooperation and positive behaviour, because these conditions often foster greater learning. In this sense, "self-discipline" is a strategy for cooperation in which both teacher and learners have important roles to play. This type of cooperation will be the most fruitful when it is based on mutual respect and understanding (Engelbrecht, 2016). From this perspective, teachers should be concerned with making discipline more responsive to the learner's emotions, feelings, values, attitudes, predispositions, and morals.

Pitsoe and Letseka (2014:1529) also recommended self-discipline. They defined self-discipline as the "ability to marshal will-power to accomplish goals and uphold standards that one personally regards as desirable". This means that self-discipline is not the capacity to carry out what other people order one to do; it is the capacity to do what one desires to do. It must be a satisfying experience that a learner will want to repeat. It helps us to manage our emotions and thoughts and know how to plan our behaviour so that we can reach our goals. Ndofirepi et al. (2012: 87) concurred by insisting that "self-discipline is an outcome of individual's experience, along with the experience of achievement which self-discipline makes possible". In this way, learners acquire and develop an aptitude for self-discipline and gain knowledge of how to arrange their lives so that accomplishment is achievable. Hirst and Peters quote by Ndofirepi et al. (2012:87) noted that "self-discipline is thought to be educationally desirable because the compliance to rules comes from the person's own choices in which some type of independence is exhibited". They add that self-discipline is "only valuable as a means that is intrinsically associated to what is thought to be desirable".

On the one hand, Bear and Duquette (2008: 10) defined a self-disciplined person as an individual assuming social and moral responsibility for their own behaviour and making their own decisions. According to Mabeba and Prinsloo (2000:35), self-discipline can be realised when teachers help the learner to become successful.

Moreover, Bear and Duquette (2008:10) postulated that teachers can assist learners to secure self-control through the reinforcement of learner's discernment of right and wrong, by persuading them to undertake responsibility for their behaviour and by counselling them regarding the importance of relationships. Through these techniques, learners can learn to handle their own emotions and deal with those of their fellow learners and teachers (Mtsweni, 2008:27). This will teach the moral values that learners could incorporate within themselves.

2.4 DISCIPLINE IN THE NAMIBIAN CONTEX

The practice of discipline in Namibian schools can best be understood in the context of the pre- and post-democracy eras. The pre-democracy time was marked by the application of corporal punishment as a means of enforcing discipline in schools.

2.4.1 The Constitution of the Republic of Namibia

Maintaining discipline in schools needs to be viewed in the context of the national Constitution. The Constitution forms the basis of the disciplinary policy in Namibia. In fact, the Constitution of the Republic of Namibia forbids physical torture. It stipulates respect for human dignity and a democratic culture. Articles 8(1) and (2) of the Namibian Constitution state that: "the dignity of all persons shall be inviolable", and that "No person shall be subject to torture or to cruel, inhumane or degrading treatment or punishment". Hence, the Constitutional requirements call for the safety, safeguarding and continuation of children's rights. This is in line with the United Nation Convention on the Rights of the Child (Kilimci, 2009:242). Article 19 of the UN convention stipulates the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences; abuse and exploitation; and to participate fully in family, cultural and social life. Human rights proponents consider the rights to human dignity (Namibian Constitution, 1990) to mean that all human beings are equally entitled to live in a fair and just society and are entitled to be taught in such an environment (Legal Assistance Centre 2013). In educational context, learners should be guided by relevant stakeholders in the school and the society at large in accepting responsibility as citizens and future leaders of their country. The Legal Assistance Centre (2017) claimed that human right in education is- about setting standards that will assess whether the education of learners with which schools is entrusted has been met. This entails building an

appreciation for human rights, fairness and equality in a diverse school community. For Engelbrecht (2016:6), learners as human beings need to be treated with the kind of respect that is due to teachers and principals.

Like any other person, learners too expect the same respectful treatment as that stipulated by the Constitution. This means that the principals or teachers should be able to put themselves in the learners' place so that they can understand the latter's feelings and to be able to express their interpersonal knowledge in a fair manner. Such a human dignity approach encompasses love of one's neighbour, which refers to the ability to treat other people as you yourself would like to be treated (Kapueja, 2014). A very important aspect which lies behind the mutual respect of human dignity is the belief that learning discipline should go hand in hand with learning about oneself and others on an interpersonal level. This interpersonal knowledge leads to the development of good human relationships.

2.4.2 Corporal Punishment in Namibia

School discipline in Namibia prior to independence was characterised by authoritarianism which emerged from traditional African education and the colonial education system (Kanyimba, 2016:17). Before the phasing out of corporal punishment in post-independent Namibia, school discipline was mainly based on the subjugation of learners to the authority of the teachers or school system by means of coercive measures. School discipline appeared to have been based on the view that learners must be forced to obey orders and rules. Authoritarian teachers firmly control learners by initiating and organising everything in class and using various types of control methods. This type of conduct was characterised by a teacher-centred approach to teaching and learning. Colonial laws empowered the principals, teachers and parents to exercise their authority the way they saw fit (Ministry of Basic Education & Culture, 2004:132). It was administered not only in schools but also in homes and in the justice system. Various forms of physical punishment were used, e.g., spanking, slapping, grabbing, whipping, hitting learners over the fingers with a duster, pulling hair and ears, and pinching (Antonio, 2017). These were also various forms of transgressions which warranted the said forms of punishment. These included offences such as learners talking to each other in a class, late-coming, submitting incomplete homework, learners being unable to answer a

question, or failing to achieve target marks set for exams (Legal Assistance Centre, 2017:14). This was practised both in primary and secondary schools. A study done in Namibia by Antonio (2017:64) found that parents and teachers believed that it is acceptable for teachers to use corporal punishment for learners who misbehave. It was further revealed that parents believed it was an effective way of teaching the difference between right and wrong. On the other hand, teachers felt that such punishment promotes discipline, respect, honesty and order and that it is acceptable if applied fairly and justifiably.

Corporal punishment was legal. As such, it formed a central part of almost every teaching practice and was regarded as the most appropriate way of maintaining school discipline, in order to achieve better results at the end of the year. Although learners performed relatively well, they did so out of fear. Consequently, some scholars have argued that discipline through external control leads to rote learning and memorisation rather than to insight (Ministry of Basic Education & Culture, 2004). This bogs the learner down in a morass of doubt and gives rise to emotional problems (Whittake 2016:10). The possibility exists that, if these things happen to a learner at school, the learner will not only be frustrated, but the school may also become irrelevant to the learner's needs and personal situation (Antonio, 2017:64). This study refers to such disciplinary actions as symptoms of traumatising education. These measures often resulted in actual physical harm with bruising, swelling, and small cuts, at times. However, sometimes learners also suffered more serious injuries, and even death. During this time, only a few learners escaped the kind of pain and humiliation which were the consequences of the so-called undisciplined behaviour (Legal Assistance Centre, 2017:16).

2.4.3 The Namibian Education Act

In a democratic educational environment, schooling should be about more than educating, learning and teaching; it should also be about helping learners to understand the complex world they live in, one in which they will eventually work and socialise with others in very different and diverse contexts (Ministry of Basic Education & Culture, 2004). This entails that democratisation in schools provides learners with rights to participate in collective decision-making with regard to matters that concern them in schools, which include matters regulating learner conduct and

representation in school governance. On the one hand, the Education Act 16 of 2001, section 56 (1) states that: a teacher may not, in any form, abuse a learner (physically, emotionally or psychologically); and may not administer corporal or any other degrading punishment upon learners (Upindi, 2012:3). Consequently, the Education Act regards a code of conduct as a guideline to be used in maintaining discipline in Namibian schools (Ministry of Basic Education & Culture, 2004:25). A code of conduct for learners is a form of subordinate legislation that reflects the democratic principles of the Constitution (Republic of Namibia, 1990) by supporting the values of human dignity, equality and freedom. The code of conduct provides a positive framework to establish a culture of behaviour within which learners should conduct themselves to ensure a culture conducive to teaching and learning (Ministry of Basic Education & Culture 2004:25). However, it also emphasizes that this code of conduct should be drafted and adopted in consultation with the learners, parents and teachers at the school.

Principals and the teachers are expected to effectively implement the policy document in addressing learner indiscipline in schools. According to the Namibian Schools' Code of Conduct (2004), "every learner must have respect for the rights and property of their fellow learners, teachers and schools". It is therefore expected that learners should not interfere with teaching and learning. In the policy document entitled, "The Year for the Improvement of Quality of Educational Outcomes" (Ministry of Education and Culture 2005), principals are required to conduct themselves as managers and educational leaders of institutions, whose main responsibilities should consist of, among other things, the presentation of term reports on learner absenteeism, guiding and controlling of school attendance, as well as daily attendance registers. The directive asserts further that learners' ill-behaviour should be dealt with appropriately. Appropriate disciplinary actions that can be taken against the troublemakers include charging learners with misconduct, suspension and expulsion (Upindi, 2012).

In addition, principals are required to be supportive, not punitive, and when dealing with learner ill-behaviour, they are required to enable learners to develop self-discipline (Ministry of Education, 2011:14-21). However, despite all these measures, learner ill-behaviour continues to worsen as noticed in the Zambezi region, where this study was carried out (Ndeleki, 2016:1). Principals and teachers in this region

argue that although schools do have rules and regulations and guidelines, many secondary school learners do not take heed of them since there is no severe punishment that serves as a deterrent for transgressors (Upindi, 2012:64). Consequently, learners behave as they wish, pays no attention to school rules and regulations especially those in high schools in the Zambezi education Region (Kathindi, 2018:14; Zambezi Principals Schools Head Teachers Association, 2018).

2.4.4 Alternatives to Corporal Punishment

The discipline policy in Namibia school seeks to inculcate the notion of self-discipline in learners, teachers and principals as a way to deal with learners' indiscipline in schools (Ministry of Education & Culture 2004:8). Hauwanga (2008:16) argued that learners' self-control is vital to a successful managed and orderly classroom; thus, learners need to be taught to recognise rules and procedures set out in individual classrooms. This entails that learners must be encouraged to adopt a caring attitude towards one another and towards teachers. They should also be encouraged to treat all the adults in the school and community courteously. In fact, this approach toward discipline in Namibia requires teachers to take responsibility to correct both classroom and other school-related learner indiscipline in a professional manner. Parents are also expected to approach disciplinary issues in the same manner as in schools. This implies that mutual respect and the fostering of self-discipline needs to start at home.

However, according to Whittake (2016:16), the crux of an alternative approach to punitive measure is to illustrate politeness, a non-violent, respectful and productive method to nurturing learners. The main aim is to guarantee improvement in learners' behaviour. Psychological expert, Whittake (2016), stated that teachers can supervise classrooms and improve their learners' talents, skills and knowledge through other means rather than corporal punishment. Sugai and Horner (2006:246) were of the view that an alternative approach is to organise learning conditions so that learners are instructed in an orderly manner, given regular chances to practice, and receive regular and contingent acknowledgement of prosaically skills. For instance, teachers can involve learners in crafting the school code of practice, which may reduce behavioural problems. Additionally, Whittake (2016) found that alternative approaches of nurturing are more advantageous and do not damage to a learner's

growth. Scholars like Joubert, De Waal and Rossouw (2004) observed that close relationships of various stakeholders in dealing with learner discipline have shown to be one of the most productive ways of instilling discipline. They noted further that a good example of this could be the buddy system in which newcomers are teamed with senior learners as a means of taking care of one another. From this brief discussion, it is evident that discipline in schools is everyone's responsibility.

Community members, parents, learners as well as teachers should all commit themselves to address the challenges of helping learners who are badly behaved.

Addressing indiscipline at school is imperative but within the framework of human dignity and mutual respect. It should be done in such a way that it does not dehumanise anybody. The rights of learners must be restored, but this should not be done at the expense of anybody's self-esteem (Kilimci, 2009:242). The Ministry of Basic Education and Culture (2004:8) has provided suggestions on ways in which discipline can be established in the school/classroom.

1. Embracing a whole school approach and making sure that classroom discipline reflects the school's policy. In essence, the aim of the code of conduct for learners should be to create a disciplined and goal oriented school environment, and it should encourage quality learning.
2. Being serious and consistent about the implementation of the rules. All rules should be consistent with the overall code of conduct, be specific and straightforward and make provision for fair hearings.
3. Building on real problems by providing a variety of resources and vary the methods of instruction and use of classroom sessions.
4. Encouraging critical thinking by helping learners anticipate expected consequences from certain kinds of behaviour.
5. Giving learners control over their own learning by using a variety of teaching methods through classroom interaction. This implies that a teacher can consult with learners when preparing for a lesson to find out what the goals are, and how those goals could complement the teacher's own goals.
6. Preparing learners to make sensible choices about matters affecting their behaviour and to learn to take responsibility for those choices.

7. Teachers must encourage learners to offer specific recommendations about what needs to be taught and how. However, teachers must also help learners understand that a discussion of how things will be handled in the classroom does not guarantee immediate action by the teacher.

Sometimes disciplinary problems occur because learners simply do not know how to act appropriately. Gaustad (2008:3) urged principals and teachers to regard disciplinary referrals as opportunities to teach learners valuable alternatives that can promote success in teaching and learning. Once learners have acquired these behaviours, they become independent and more inclined and equipped to solve personal problems without the continual help of the teacher (Young, 2008). Reflecting on learners' feeling does not mean psycho-analysing them, but it does involve sensitivity to their inner thoughts and feelings. The conclusion can possibly be made that, when alternatives to corporal punishment are utilised correctly, they convey personal acceptance and give learners new information about themselves (Whittake, 2016).

2.5 POSSIBLE CAUSES OF INDISCIPLINE IN SECONDARY SCHOOLS

There are many causes of learner indiscipline in schools (Upindi, 2012:23). The causes of ill-disciplined learners at schools can be attributed mainly to the following circumstances:

2.5.1 Learner-Related Problems

Learners experiencing emotional problems and who are subjected to malnutrition often show a lack of interest in learning (Charles, 2008:21). From the works of Charles (2008:22), it is important to understand that when learners fail to get something they want, they may complain, become destructive, sulk, or act out. When learners have to learn on empty stomachs they are at risk of failing and dropping out of school. For example, a learner who is hungry most of time will not attend to reading or listen to a teacher in the classroom until they are properly fed. Malnutrition can also make learners lose sight of the purpose of education and what is required from them (Ministry of Basic Education & Culture, 2004:3). Also, the spirit of learning subsides once the stomachs become hollow, and learners cease to talk and laugh. This is often viewed by teachers as aversion, laziness and antisocial behaviour.

Learners that fail to see the purpose of education may also lack the required motivation for schoolwork. Sometimes this leads to deliberate class disruptions and a lack of respect for both school authority and property. Another factor that has a negative influence on learner behaviour is the use of alcohol and drug abuse by the learners. In addition, learners who are under the influence of alcohol or other drugs often behave aggressively or have emotional outbursts and this behaviour is disruptive in the classroom (Wolhuter, Lemmer & De Wet, 2007). Under the influence of alcohol or drugs, learners become a threat to teachers and fellow learners because they act in an aggressive, inhumane manner without giving any consideration to the consequences of their actions. Wolhuter et al. (2007:251) found that “at least half of all perpetrators of violence and their victims had been drinking prior to the event, and that the association between drinking and violence is especially strong in fighting and rapes involving learners who know each other”. The conclusion can possibly be drawn that the easier availability of alcohol and drugs at schools therefore increases the likelihood that learners could be attacked by fellow learners at school or on their way to or from school.

2.5.2 Home Environment

Lack of parental supervision among learners has been noticed as a leading factor that contributes to indiscipline in schools. In Namibia, studies have shown that for at least two decades, children have missed twelve hours of parental contact a week as the majority of parents spend long hours at work (Legal Assistance Centre, 2013). Parents often fail to spend enough time with their children, nurturing and educating them in manners, morals, and respect for individuals and property because they are exhausted when they return from their work place (Ndeleki, 2016:1). The Namibia National Teachers Union (2012:3-4) concurred that a lack of supervision and poor language development, together with a lack of parenting relationships may lead to a child showing undisciplined behaviour. Van Deventer (2018:367) shared the same opinion and argued that learners’ relationships, upbringing and dysfunctional homes influenced learners’ indiscipline. This can be attributed mainly to substance abuse, poverty, illiterate parents, child-headed households, HIV and AIDS, single parents, or absent parents. If parents spend little time at home, children may seek unsuitable social relationships elsewhere, experiences that sometimes have devastating consequences (Wolhute et al., 2007).

In some cases, there are no authority figures at home to reinforce discipline requires from the school (Van Deventer, 2018). Dysfunctional families provide little or no emotional support that children need to develop this control, and children from such families' experience extreme personal problems (Gasa, 2012). As a result, the success in school of children from dysfunctional home is greatly limited. Moreover, learners often feel afraid, abandoned, confused, guilty and angry. These factors influence the learners in various ways. For example, it leads to a lack of motivation and forces learners to become delinquent, miss classes or even leave school (Smit & Amushigamo, 2016: 654).

2.5.3 Teacher Behaviour

The behaviour of some teachers in the Zambezi educational region also appears to give rise to learners' poor disciplinary behaviour. According to Amutenya (2013:8), teachers are partly to be blamed for indiscipline of learners because they have lost all the ambition to improve the behaviour problems. It appears as though teachers do not take their schoolwork seriously, especially in rural areas of the Zambezi Region. Amutenya (2013) revealed further that some teachers display laziness, incompetence and a lack of interest in learners' work. They lack commitment and are biased, and inconsistent in their application of punishment meted out to learners who contravene the school rules (Gaustad, 2008:2). These aspects negatively influence school discipline. Scholars generally argue that the creation and maintenance of discipline in the classroom is closely tied to the effectiveness of the teachers (Mokhele, 2006; Kapueja, 2014; Wheeler, 2013). The teacher is arguably the single most important factor in the creation and maintenance of discipline in practice. According to Wheeler (2013:85), indiscipline in schools occurs, not only teachers emphasise corporal punishment to manage learners' behaviour, but also some teachers do not attend positively to their learner's social or academic behaviour. Charles (2008:47) maintained that the main cause of bad behaviour in the classroom is not poor discipline but errors teachers make in classroom management. In this regard, Wheeler (2013:35) stated further that teachers who do not use evidenced-based discipline approaches on a consistent basis are creating a negative school environment and contributing to learner failure.

Other factors that contribute to learner indiscipline in schools relate to teachers often calling learners names as well as engaging in immoral acts with learners. Teachers' negative behaviour in calling learners' names may cause and accentuate strained relationships between teachers and learners (Wheeler, 2013:44). It is clear from the above arguments, that inconsistent approaches and attitudes of teachers can have an important influence on the manner in which they describe their learners. Koenig (2008:2) is of the view that responding emotionally usually only makes the situation worse. As Mokhele (2006:155) pointed out, those learners can be stirred up to indulge in acts of violent behaviour if a teacher continually makes contemptuous remarks and behaves disrespectfully towards them.

2.5.4 School Environment

It is notable that effective schools are usually associated with well-managed environs, setting high and clear expectations that demand individual responsibility, being safe and a communal attitude, as well as practice of principals and teachers that consistently acknowledge all learners and fairly address their behaviour (Van Deventer, 2018:70). In Namibia, a number of publications and studies (Amutenya, 2013; Hausiku 2015; Ministry of Education, 2011) have pointed out the crumbling nature of school safety. Signals of this include increasing cases of learners' alcohol and tobacco use, theft of school properties, playing with dangerous weapons on school premises, as well as other forms of learner-perpetrated violence. Such acts have led to an increase in violence and destruction of institutions and properties. The questions that arise therefore is: to what extent have Namibian schools been promoting school safety and orderliness, and how has this influenced the academic achievement of learners? If, however, the opposite is true, the features of such an atmosphere with high threats of individual harm, teachers cannot teach and learners cannot learn (Wolhute et al., 2007).

On the one hand, factors that contribute to learner bad behaviour revolve around aspects such as poor relationships, weak communication channels and poor management structures (Van Deventer, 2018). According to Van Deventer (2018), the principal is a person who is central to creating a positive school environment. They have an important role to play in the process of continuous change that is taking place in school. Principals' advances conclusive changes of the personnel

behaviour, which then influences learner actions (Swinson, 2010). Basically, sound learner behaviour is usually associated with the culture of effective instructional leadership which the principal nurtures. This means that the principal should try by all means to enhance the sense of responsibility which teachers have towards their learners. Young (2008:13) shared the same opinion and argued that the leadership style of the principal sets the tone for everything at the school and can empower or strengthen the teaching and performance of staff. According to Botha (2016:193) school principals wear many hats such as administrator or instructional leader, being a manager as well as curriculum leader at various times of the day.

Furthermore, other administrators regard the root cause of ill-behaviour in their learning institutions because of lacking commitment to work in their settings (Van Deventer, 2018). Generally, discipline in school and classrooms are dependent upon the principal's administration and their supervisory and leadership styles since they govern all school matters (Botha, 2016:194). There are actions which principals' tales in their schools that may give rise to protests against the school leadership. Among other things, these actions include favouritism, dishonesty, absenteeism, being autocratic or dictatorial and inaccessibility. Conversely, an autocratic style of management is characterised by negative attitudes, such as continuously rebuking and scolding when a learner errs, making threats, issuing written warnings and other similar disciplinary actions (Van Deventer, 2018). School principals who make use of an autocratic style of management are usually dependent on negative reinforcement to discipline learners. Mtsweni (2008:39) connected the domineering style of leadership to strict interactions, commanding obedience, and unrealistic learner control, as well as uninspiring and obsessive practising of dominance that counteract the learners' feelings of freedom and security. In such circumstances, obsessive control is exercised over learners to perform successfully; while little emphasis is given to the learner's effort, or the development of a sense of personal growth, self-esteem as well as self-control. The learners' self-realisation in such circumstances usually suffers damage.

2.5.5 The Curriculum

It is evident from the academic discourse that skewed and improper curriculum content not only affects the culture of teaching and learning, but also impacts

negatively on learners' discipline. According to Temitayo, Nayaya, and Lukman (2013:10), learners become involved in various types of deviant behaviour if the curriculum is unable to give them opportunities for self-actualisation and a sense of individual growth, and does not address the wishes which are recommended by civilisation. Mwamwenda (2008:276) shared similar views and stated that behaviour problems can also be the result of curricula which are not adequately stimulating or which are problematic for some learners, which may cause unpleasant behaviour and frustration as a means of releasing frustration. He noted further that the connection of the curriculum to the customs and philosophy of a particular society should be emphasised.

For the Ministry of Basic Education, Sports and Culture (2000:3), the curriculum in Namibian secondary schools requires learners to study 13 subjects each year. This means that secondary school learners are expected to study English as an official language, maths, physical science, biology, geography and history as core subjects. They also have to study one elective indigenous language other than English, four other non-promotional subjects (that is, life skills, religious and moral education, physical education and basic information science and technology) and any two other subject that suit their field of study from a list of inter-disciplinary subjects. From the above, it is evident that excessive work can make learners tired and sleepy with little energy left for learning. Moreover, learners may perceive some of the subjects as having no bearing on their lives at all. In view of this, Charles (2008) concluded that learners grow restless when required to work on subjects they do not comprehend or for which they see no purpose at all.

2.5.6 Overcrowded Classrooms

Managing a classroom full of learners is one of the considerable challenges faced by teachers. Overcrowding in classrooms intensifies the lack of sufficient resources, which in turn tends to exacerbate conflict between teachers and learners. This unease often results in resistance to discipline which can easily lead to unrest and noise-making. The studies done in Zambezi Region by Hauwanga (2008:8) and Makendano (2016:161) found that most High Schools do not have enough classrooms to accommodate, all learners. Consequently, due to lack of accommodation, schools are compelled to squeeze learners into those few

classrooms, which unfortunately leads to overcrowding. It has, however, been reported that as the size of a class increases, disciplinary problems also multiply. For example, the hum of conversation within “group work” fills the room as if a swarm of bees were passing. In such an environment with high noise levels, learners are unable to focus on their learning. The larger the group the less able the teacher is to satisfy the demands of all the learners. Hausiku (2015:80) noted that learners learn best in an orderly and safe environment. Moreover, Mokhele (2006:154) stated that the fact that classrooms are filled to capacity makes the work of supervising learners very challenging. Teachers complained that it is a daunting task to pay attention to individual learners in a big class with the outcome that real discipline cannot be practised.

Scholars like Mestry and Khumalo (2012:106), agreed that the challenge for teachers is that they are unable to monitor and cross-check learners’ schoolwork and homework in a large class during the given time. This lack of control results in learners not being productively busy, which tends to develop into unruliness and noise. Research done by Maphosa and Mammen (2011:189) indicated that it is not possible to manage disorderly conduct and disturbances in a congested classroom because learners appear to have the feeling that teachers cannot pinpoint troublemakers. Moreover, Charles (2008:19-20) found that in big classes, learners talk loudly and shout out when lessons is taking place; they move around without permission; laughing inappropriately, and refusing to abide by the teacher’s request to behave.

2.6 TYPES OF LEARNER INDISCIPLINE

There is a plethora of disciplinary problems at schools. A detailed examination of these problems indicates various types of problems and the extent of their severity. In this section, the researcher focuses in particular on the problems which can be categorised into ordinary learners’ indiscipline and wilful learners’ indiscipline types.

2.6.1 Common Forms of Learner Indiscipline

Charles (2008: xi) differentiated between three overlapping types of ill-behaviour which are considered as learner misconduct, namely, ill-behaviour by one learner which is detrimental to the learning of another; misdemeanours which hinder the learner's education; and misconduct such as swearing, defiance or being offensive to teachers. According to Charles (2008: xi), the misbehaviour can intentionally occur in various degrees of seriousness.

Table 2.1 Types of misbehaviour

Intent	The conduct hampers only the learner's education	The conduct interrupts the learning of other learners	The conduct is damaging to the teacher
The learner did it Intentionally	Julian, disrupts lesson by talking out	Alicia, gazes out the window instead of doing her work as told	Rex getting up and moves around without permission
The learner act at more serious level	Joy refuses to follow directions and talks back disrespectfully	Tony aggressively bullies weaker fellow learners of the class	Max makes others uncomfortable through touching and sexual innuendo

Source: Bush and Middlewood (2013: 197).

Munn, Johnstone and Sharp (2004:6-7) described the conditions where the learners' actions can turn into factual disciplinary problems for teachers and can negatively impact on their morale. They categorised these conundrums as teacher-owned predicaments, and were noted by them (Munn et al., 2004:6-7) as follows:

1. consistently coming late to the classes and interrupting the process of teaching;
2. making unnecessary noise;
3. getting out of their seat without permission;
4. cheeky or impertinent remarks or responses;
5. use of mobile phones/ texting;
6. doing intentional damage to school property or the belongings of others;
7. talking back to the teacher; and
8. hostilely refusing to do as the teacher requests.

In the researcher's own regular surveillance, the kinds of ill-behaviour mentioned above are mainly triggered by individual learners, and they negatively impact on teaching and learning.

Temitayo et al. (2013:9), listed various kinds of indiscipline that makes out the work of teachers difficult. These kinds of indiscipline include, but are not restricted to: displaying negative attitudes, intentionally breaking rules, cheating on tests and assignments, refusing to do what a teacher instructs them to do, dressing inappropriately, being sarcastic, committing violent acts, wandering out of their seats, insulting, outbursts of anger, smoking and selling marijuana, involvement in promiscuous behaviour, throwing temper tantrums, and making threats.

In my view, the forms of ill-behaviour revealed above are the same as those encountered in our everyday teaching in Namibian educational settings. Through surveillance and document analysis, I have discovered that lack of discipline is apparent in all schools, although the seriousness may not be the same from one setting to another. It is for this reason that writers in many parts of the world continuously mention the same kind of learner behaviour. Sibanda and Mpofu (2017: 117) pointed out that indiscipline in several of Mzilikazi District Secondary Schools in Zimbabwe critically influenced the teaching and learning. The occurrences of indiscipline in that country, included lack of respect for authority, fighting, truancy, bullying, drug abuse and disobedience to teaching personnel.

2.6.2 Serious Types of Learner Indiscipline

Scholars such as Gastic (2008); Swinson (2010); Temitayo et al. (2013); and, closer to home, Moyo, Khewu and Bayaga (2014) are in agreement that serious behaviour problems have been happening in various parts of the world. In Namibia, learners are claimed to blatantly challenge and violate school rules, attack teachers, use alcohol and tobacco on the school premises, engage in sexual promiscuity, rape, steal school property, vandalise and pilfer school assets (Namibian National Teachers Union 2012). To validate this point, various incidents of learner behaviour has been related from the two regions (Okavango and Zambezi) through the media; for example, about 232 cases of learner pregnancies, and 45 girls raped which resulted in pregnancies, as well as school dropouts in the few first months of 2018. The report simply pointed out the statistics of the two regions. It also highlighted the

high degree of teenage boys and girls indulging in drug use and sexual activities in certain schools in various constituencies (Kathindi, 2018:14).

An investigation into Namibian teachers' viewpoints on violent behaviour in schooling carried out by Legal Assistance Centre (2013) in the regions of Zambezi, Karas, Ohangwena and Otjizondjupa, revealed shocking occurrences of learner violence. These occurrences include rapes, drunkenness on the school premises, disregard for school authorities, disturbing fellow classmate with knives, violating rules and writing pornographic graffiti with inappropriate language on school walls, in toilets and public places (Hiholiwe, 2015). Moreover, learners exercise intimidation, writing threatening notes or letters, calling teachers names, text threatening messages on cell phones, email insulting messages to teachers and fellow learners, and so forth.

In support of the above mentioned idea, since 1995, various occurrences of poor discipline have been highlighted from the different educational regions of the country through media reports, teachers and the public on "Talk of the Nation" a call-in programme of the Namibian Broadcasting Corporation, complaining about learner ill-behaviour in Namibian educational settings (Upindi, 2012:16). The Namibian (2012) had the following headline "Stripping Schoolgirls Ruffle Feathers". In the article, it was reported that a high school learner was stripped naked and had her legs spread apart and her private parts publicly fondled by other girls in the hostel. The news sent shockwaves throughout the community. In another incident, a group of girls stripped naked in full view of their male teacher, who was busy with lesson presentation.

In addition, Hiholiwe (2015) highlights more strong words from "Namwandi", and quoted the Minister of Education as saying:

Generally, the most worrying issues in schooling is that of learners' indiscipline in education. The predicament of schooling in our classroom today is evident in the rise of youth violence, peer cruelty, stealing, sexual promiscuity, and substance abuse. They disrupt classes and when they have homework they decide not to do it at all. Learners have no respect for teachers. They have chosen to remain, like the man-in-the-street who had no choice. They dictate what happens at schools and they have the option of whether to follow the set rules or not. Lack of respect seems to be growing in most segments of society and is manifested in the decline in civility, the

rise of vulgarity, neglect of the “golden rule” (do unto others what you would have done unto you), disrespect for authority, and low respect for teachers. The crisis of learners’ behaviour in today’s classroom is exacerbated by a number of factors, such as lack of good role models among principals and teachers, lack of encouragement for learners to behave with kindness, influence of unkind peers and general desensitisation to kindness.

The Namibia National Teachers Union (2012:4) concluded that the issues of safety in Namibian schools are questionable, following on the above discussion on learner misconduct in the educational settings.

2.7 DISCIPLINARY MEASURES

It is vitally important for the school management to have meaningful disciplinary strategies. The Education Act 16 of 2001 (Namibia, 2001) pointed out that the stakeholders of the learning institutions must understand that disciplinary methods used in educational settings should be based on the objective of reshaping the behaviour of learners in a positive way. In order for disciplinary measures to be effective, the disciplinary plan should motivate the learners to follow rules, cooperate with the teachers, and have a desire to learn (Koenig, 2008:57). While several strategies for the management of learner indiscipline exist, teachers should also be observant of the problems in this regard.

The following paragraphs deal with disciplinary measures which can be used to control learner indiscipline.

2.7.1 Positive Reinforcement

Young (2008:100), an educational expert who opposed the use of punitive measures, recommended the use of positive reinforcement strategies which could reduce the frequency and extent of learner behaviour. He argued that positive reinforcement must be balanced with fair punishment for misbehaviour, and firm, clear boundaries have to define what appropriate and inappropriate behaviour is. The Ministry of Education and Culture (2004:4) confirmed that learners who behave in positive ways should be given positive responses and should be encouraged to repeat such behaviour. Furthermore, the Ministry elaborated that nothing motivates learners more than interest, recognition and approval. Teachers therefore should

remember that sincere appreciation and interest can encourage learners to do excellent work and be successful. This implies that with honest appreciation, one gets results where criticism and ridicule fail. Bad behaviour should be prevented by teachers; it should be observed; and strategies should be found to re-channel the bad behaviour. Teachers can reward learners who behave well with special certificates or they could acknowledge good behaviour by putting names on notice boards. Rewarding can take many forms, such as verbal praise or special activities that class members particularly enjoy that function well as rewards. Young (2008:32) further indicated that some schools offer a variety of rewards for positive behaviour, including lunch with a chance to study outside. I believe that the teachers' comments can go far towards establishing meaningful, positive teacher-learner relations.

2.7.2 Guidance and Counselling

The point of departure should be a regular increase in quality developmentally applicable guidance and counselling services. According to Marais and Meier (2010:54), through guidance and counselling, it is essential to constantly monitor the actions of individual learners in order to determine and be conversant with their behaviour. Behavioural difficulties can then be viewed as predictable. This could allow for some predictability as to when poor behaviour is likely to occur. The Ministry of Basic Education and Culture (2004) is of the view that an awareness of problems and the different types of misbehaviour in the learning environment can help teachers deal constructively with them, as well as prevent behaviour problems from becoming destructive. In this way, teachers are more likely to forestall inappropriate behaviour if they can understand the causes of the behaviour of a learner and provide counselling as well as guidance to the learner (Mwamwenda, 2008:275). Counselling services can do a lot to counteract the thinking that a badly-behaved peer group has planted in a learner's mind. Koenig (2008:60) found that counselling services, for example, on the danger of smoking and sexual intercourse which can lead to AIDS and other sexual diseases, may serve as a deterrent.

The above sentiments are also shared by Hauwanga (2008:17) who agreed that listening and speaking with a learner can often lead to a change in behaviour. Talking and listening, according to Mwamwenda (2008) cited in Upindi (2012), has proven to be perhaps the most significant approach to helping learners to minimise

bad behaviour and the impact of worries in their lives and on their schooling. This is in line with Glasser's (2001:8) choice theory, in which the habits of listening, supportive, guidance, encouragement and befriending are substitutes for the notorious habits of punishing, blaming, criticising, nagging and threatening. Once learners realise that there is someone who cares about their problems, the problems become much easier to handle, even if there is no way to change them (Mokhele, 2006).

2.7.3 Positive Discipline

Literature on how to improve learner behaviour suggests the restructuring of discipline practices in a manner that consistently and champions positive actions for all learners. This literature emphasises constructive discipline, which consists of self-control and the approval of obedience, is largely considered as the most essential factor of a positive learning art (De Klerk & Rens, 2003:354). This occurs when a school incorporates the establishment of ground rules, encouraging good relationships between learners and teachers, proper use of learning materials and the correct teaching methodology, allowing learners to take responsibility; involvement of parents and the use of professional assistance (Feuerborn & Tyre, 2012:47). Positive encouragement has to be balanced with fair measures for misbehaviour, and firm, clear boundaries have to define what is appropriate and inappropriate behaviour (Van Deventer, 2018:367). Achieving these expectations, principals and teachers are expected to respect their learners, and sarcasm and attempts to humiliate learners are seen as falling outside of what constitutes positive discipline. Modern teaching and learning approaches go hand-in-glove with effective administration and the modification of behaviour (Gaustad, 2008).

Research done by Wheeler (2013:1) in United States of America, reiterated that disruptive and unmanageable learner conducts cannot be resolved by the use of suspension, expulsion and other punitive measures. The Republic of Namibia, as a part to the United Nations Convention on Child's Rights (Article 19), has, through the Ministry of Basic Education and Culture, stimulated schools to exercise positive discipline habits when nurturing learners, at the same time as embracing acceptable policies and measures to make sure that learners are safeguarded from maltreatment, negligent treatment or any form of abuse (Namibian Constitution,

1990; Education Act 16 of 2001; Legal Assistance Centre, 2013). Presently, with special emphasis on “human rights” and “children’s rights”, there has been a step from negative to positive ways of sustaining discipline in settings. Swinson (2010:182) suggested that creating awareness to basic elements, can be done by for instance, settling an issue quickly; the role learners can play in decision-making processes, involving learners in drafting of learner behaviour expectations and measures taken. He asserted that the United Nations Convention on the “Child Rights” compels those who interact with learners to discuss and include them in matters that affect them. Smit and Amushigamo (2016) and Swinson (2010) are in agreement that a school policy which embraces the learners in their growth is more likely to be prosperous and supported. Learners’ involvement in policy making may lead to a great sense of ownership by learners if they understand its underlying philosophy and motive.

This approach adjusts the focus from punishment and control to positive behavioural management, which is more developmental and rehabilitative (Van Deventer, 2018:366). The aim is on the improvement of the learner’s self-reliance and positive attitude. Positive discipline enables learners to be more accountable, constructing relationships and a greater sense of well-being (Van Deventer, 2018:367). Focusing more on positive discipline, teachers can make learners feel emotionally and physically comfortable and safe as well as providing an environment where learners can develop self-discipline and accountability (Mokhele, 2006:151). This approach is a practically authenticated, function-based method which uses systematic means to improve the quality of learning and minimise behaviour problems (Wheeler, 2013:48). A positive discipline approach places more emphasis on the teacher-learner relationship. This view of discipline is based on mutual respect for human dignity and cooperation between teacher and learner to develop acceptable behaviour and to create a basis for effective teaching and learning (Ministry of Basic Education & Culture, 2004:4; Van Deventer, 2018:374).

2.7.4 The Establishment of Rules and Expectations

According to the Namibian Education Act 16 of 2001, rules are prerequisite for discipline as they symbolise how learners are required to act and what they are not permitted to do (Namibia, 2001). No matter what grade level or subject field one

instructs, the teacher will want to set up the rules of the classroom. Charles (2008:49) was of the view that rules indicate how learners are to behave and limited specific behaviour that cannot be permitted. Rules should be aimed at controlling or deterring all forms of learner behaviour anticipated interrupting school activities, causing damage or harming institution properties (Osher et al., 2010: 48). In a school where rules are clear in the classroom, lack of attention, referrals to the head of department or principal, as well as inappropriate behaviour are noticeably minimised. Tardiness is less frequent, and academic gains increase (Young, 2008:23). Rules serve a vital function (Kronowitz 2008:101). They set the minds free for more creative and critical thinking activities. Rules create order, and when the basic business of the teacher classroom is under control, the teacher and learners can feel less worried. Moreover, Thornberg (2008:25) asserted that clear rules and routines minimise the complexity of the classroom, lessen commotion and deter the loss of teaching and learning period. Joubert's (2007:108) research indicated that "order is found in institutions where learners understand rules and the course of actions, where the rules are implemented with justice and in agreement, where precise acceptable systems are".

In order to maintain a safe and orderly environment, teacher should establish class rules that indicate the behaviour one expect from learners, as well as enforcing those rules by using whatever disciplinary system one think to be appropriate. For Wong and Wong (2005 cited in Charles, 2008:49), rules of behaviour set limits, just as rules in games can help to create a work-oriented atmosphere. The rules address the common values necessary for a good work ethic, the attainment of quality work, safety, honesty, courtesy, respect, as well as treating others kindly (Young, 2008:52). On the one hand, rules let learners know what the rules are along with the consequences they can encounter for violating a code of practice (Koenig, 2008:44). Kronowitz (2008:101) agrees with the above ideas and argues that the more learners know the routine, the more they are able to help when a teacher is out or conflict arises. Rules are a useful device in classroom management of discipline and behaviour. They highlight the rights and responsibilities of each person in the class. Literature on school and classroom rules suggest that behaviour associated with rules must be taught through demonstration and practice (Charles, 2008:49). For success, every learner must learn these values. They should be reinforced

continuously. A word of warning is meaningless if the learners and teachers do not internalise the important concepts and positive change behaviours. It is then self-evident that where a code of practice is established, taught, and firmly rooted in the culture of the school, it is much more effective to ask a learner “what part of the rule did the learner fail to follow”, rather than immediately blaming and criticising (Young, 2008:52).

2.7.5 A Sound Relationship between the Teacher and the Learners

Establishing sound relationships is a very important aspect of the school stakeholders. Sound relationships lead to mutual respect and conversely, if unhealthy relationships exist, effective teaching and learning will be difficult to achieve (Mokhele, 2006; Upindi et al., 2016). According to Charles (2008:42-43), rapport is a magical ingredient that changes a learner’s reluctance to be controlled into a willingness to be guided. It is believed that the more considerately teachers act, the more likely they are to establish harmonious relationships which increase the quality of learners’ behaviour. A sound teacher-learner relationship often consists of ingredients such as mutual trust, a sense of loyalty, awareness of caring and interest, mutual understanding and respect for the rights of the other and valuing the individual as a person independent of what he or she does for someone (Gaustad, 2008:2). A solution to maintaining sound discipline is to establish a good relationship with learners based on mutual respect and rapport (Charles, 2008). Sound relationships should be characterised by kindness and a helpful environment should display openness, analytical questioning, lending an ear and a feeling of being cared for. The researcher endorses the fact that when teachers know how to listen with compassion and grace, they attract others in all walks of learning. Mokhele (2006:150) corroborated that when a teacher respects learners, they will, in turn, respect their appreciation, influence and views.

Furthermore, scholars such as Wong and Wong (2005:4) were convinced that more respectful behaviour on the part of teachers is related with more positive interactions among learners, whereas disrespectful teacher actions encourage negative behaviour. Moreover, Mtsweni (2008:35) was of the view that a sound school environment is one in which learners are helped along various developmental pathways. Several studies (Charles, 2008; Mokhele, 2006; Mtsweni, 2008) have

shown that if teachers treat their learners properly, learners are likely to cooperate with them, act appropriately and perform successfully in their schooling. In today's social environs, teachers tend to be friends, acquaintances, and even strangers for support and care. If teachers are respectful, learners will usually allow teachers to assist them, and by assisting learners, teachers also help themselves. It is a powerful truth that social skills strengthen social bonds. Teachers are therefore an invaluable asset in establishing good manners (Charles, 2008:58).

2.7.6 Parental Participation in Education of Their Children

Researchers have generally found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve (Cotton 2008:4, Koenig 2008:85). Several studies (Botha, 2016; Epstein, 2008:11-12; Van Deventer, 2018) claim that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Thus, the bridges of home, school and community are inevitably interconnected (Epstein, 2008:11). Scholars such as Turunen, Saaranen and Tossavainen (2010:54-55) built on Epstein's notion of bridges, stating that it is important to study the most effective structures, processes and practices in order to build sustainable, good connections and relationships. They argued further that positive results flow from home, school and other situations to promote learners' health and well-being. In a similar vein, Botha (2016:230) reported that parental participation in their children's formal schooling is associated with academic achievements. In this regard, the Namibian educational authority needs parents to take into account the formal schooling of their children as it supports the assertion that functional parental participation results in improved learner achievement (Namibian Education Act Department, 2001).

Van Deventer (2018:382) found that the effect of parental participation on academic performance and school effectiveness was found beyond dispute. When schools worked hand-in-hand with parents to support education, learners tend to succeed not just in learning but throughout life. Parental participation, according to Marais and Meier (2010:53) is another element of discipline and is growing into one of the most important methods of nurturing within the school setting. Through parental participation in the work of the school, parents may become involved in the things

their children are doing, and this in turn may help to minimise the number of learners who drop out of school, as well as decrease in truancy (Van Deventer, 2018). Botha (2016:230-233) elaborated that when school-related parental participation is considered and incorporated into a plan that focuses on making the school environment more conducive to teaching and learning, a variety of benefits arise; indiscipline (including vandalism) occurs less frequently; discipline referrals decrease; attendance improves; dropouts and suspension decrease; more learners spend increased time on assignments; teachers increase their use of praise and decrease their use of disapproval; perceptions of school safety improve; and cooperation and positive feeling among learners and personnel increase.

On the contrary, behavioural difficulties in learners have been linked with the lack of parental care and positive participation. However, Pienaar (2003:266) also stated that bad parental support and supervising, among other things, has been responsible for the manifestation and continuation of behaviour problems in adolescence. Additionally, Mestry and Khumalo (2012:106) and Botha (2016:233) stated that parents contribute to the furtherance of behaviour problems in their children by neglecting to provide them with social skills and give support appropriate behaviour. The ongoing collapse of teaching and learning cultures in educational settings necessitates greater parent participation in school development. This concern is also shared by Van Deventer (2018:376) who stated that “an unhealthy relationship between the school and their communities exists”, which creates a number of problems in schools, such as poor governance and school failure in terms of the betterment of society and the members thereof.

2.7.7 Sound Classroom Management

For a classroom to function as a civil, cooperative community, a suitable learning environment needs to be established and maintained among members of the class (Charles, 2008:52). This implies that without classroom management in place, the class will not run smoothly, nor can any learning take place. If teachers do not have an effective teaching and learning plan in place, there will not be much opportunity for learners to engage in meaningful learning (Van Deventer, 2018:71). Schools face a number of challenges related to disruptive behaviour of learners with antisocial tendencies, which may interfere with learning, divert administrative time and

contribute to teacher burnout (Osher, Bear, Sprague & Doyle, 2010:48). Classroom management is evident in the classroom's physical environment social system, atmosphere (teacher and learner behaviour), and norms and values. Learning can only take place in a disciplined classroom. Issues of indiscipline include rule violation, disruptiveness, class cutting, cursing, bullying, sexual deviance, refusal to cooperate, defiance, fighting and vandalism (Bayraktar & Dogan, 2017:30). Failure to deal effectively with disruptive behaviour contributes to poor classroom management. Osher et al. (2010:49) suggested that one solution to deal with poor classroom situation is through an ecological approach to classroom management. Such an approach can improve the efficacy and maintaining control of the classroom activities in which learners participate. If we consider that classroom environment is one the most important predictors of learner achievement, it is important to consider this ecological approach. Osher et al. (2010:49) further explained that the ecological approach is one in which the teachers define activity segments during their teaching periods, introduce learners to this learning environment, invite learners to participate, and monitor and adjust their teaching and learning activities over time. This leads to a collaborative classroom, where all participants are responsible for interaction and the quality of the relationship between teachers and learners, and teachers and learners jointly construct classroom order. Classroom management becomes the task of creating conducive conditions for learner involvement in curricular events, which focuses attention on the enhancement of group learning, collective action and mutual respect. "The emphasis is on cooperation, engagement, and motivation, and on learners learning to be part of a dynamic system, rather than on compliance control and coercion" (Osher et al., 2010:49). The benefit in such a classroom environment is that it creates conditions for caring, support, high expectations, and guidance that fosters healthy learner development and motivation. However, this environment often varies between subjects and teachers, even within the same school. It is not easy to identify the main factors that contribute to classroom management. Moreover, discipline is one of the elements that contributes to classroom management and has a strong impact on learners' learning in various subjects (Van Deventer, 2018:71).

2.8 THE IMPACT OF LEARNER INDISCIPLINE IN SCHOOLS

As mentioned earlier, 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. Kilimci (2009:249) equated lack of discipline as disruptions of lessons. He further indicated that “behaviours causing disruption closely affect teachers and learners because they interrupt lessons or even make them impossible”. On the same point, Mushaandja (2006:25) pointed out that indiscipline of learners has contributed enormously to instability in management of schools. In explaining how indiscipline impacts the management of schools, Garegae (2008:53) asserted that whenever a situation of indiscipline occurs in schools, “the principal will always be criticised for being uncaring to the well-being of learners”. In such situations, the principal can be relocated as a corrective measure because learners may demand the removal of such a principal. In some situations, the learners get the help of the School Governing Body and teachers in the pursuing the matter. Upindi (2012:16) revealed that the lack of discipline in Namibian secondary schools has grown into a serious problem that all stakeholders in education should pay serious attention to. Learner behaviour has a huge impact on school academic accomplishment. School infrastructures or other resources/materials are damaged because of the behavioural problems. Learners subvert the culture of the community and the school. Teaching and learning becomes a problem and the overall achievements are well below the minimum expected. Issues of indiscipline pose a serious problem since they lead to bad academic results. If permitted to continue, it can destroy educational settings and lead to failure of the education system itself.

Research done by Upindi et al. (2016: 2) indicated that for every disruptive behaviour act carried out by an undisciplined learner, there are repercussion, that not only affects the victim negatively, but also the whole school community. Therefore, teachers who are less able to pay particular attention to teaching and, similarly, learners who feel unease about being shielded are less able to concentrate, are less certain and experience low self-esteem. Sensitivities about self-esteem and shame may make learners to lose hope and become self-destructive (Singh & Steyn, 2014:84). These learners’ inability to deal effectively with the occurrences, helplessness and demoralisation of their conditions results in their suppressing their

feelings and disclosing antisocial behaviour in the form of playing truant, avoiding the company of others and substance abuse. Omitting classes or remaining at home for fear of being bullied at school leads to academic underachievement where learners dwindle behind in their schoolwork, projects, tests as well as assessments (Singh & Steyn, 2014:85). Teachers and learners who become unstable experience low self-esteem because of learner ill-behaviour and are prone to resignation, absenteeism, transfer and even death.

As argued by the Ministry of Education and Culture (2011:18), learner behaviour in schools may weaken commitment and assets such as social support and unity among teachers and all those included in education which ends in huge problems in schools among learners. Issues of indiscipline are thus not only a threat to how schools work but may relate to other educational and social problems which add to the misuse of authority, misunderstanding, squabbles, resentments and violent fights that may have a negative effect on the successful management of the school. As a result, there are more and more disputes about roles of school's stakeholders in education.

2.9 CHAPTER SUMMARY

In this chapter, different facets relating to discipline, the importance of discipline, discipline in the Namibian context, possible causes of indiscipline, the impact of learner indiscipline, and disciplinary measures to be used in schools were discussed. The literature reviewed also disclosed that dealing with discipline is crucial for successful teaching and learning. Learners should be part of the answer, in providing safety and protection of the school environments that are conducive to teaching and learning. Although several factors of indiscipline in high schools have been reported, schools should proactively reduce such conundrums by increasing learner participation in collective decision-making with regard to matters concerning them in schools.

The literature has also revealed that the following methods could be relevant to minimise indiscipline in schools: positive reinforcement, guidance and counselling, establishing positive discipline, teacher-learner relationship, parental involvement, and classroom management. In the next chapter, research design and methodology will be explained.

CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The preceding chapter sketched the literature review and the theoretical framework that underpin this inquiry. This chapter gives the details of the research design and methodology for the inquiry. The chapter also presents a short description of the paradigm in which the inquiry is based, as well as the method followed in the inquiry. Approaches used in the inquiry to produce evidence on which to build the findings of the investigation are also discussed. Lastly, the analysis of data procedures, trustworthiness, ethical issues, and the limitations of the study are explained.

3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 Research Paradigm

In this investigation, an interpretive paradigm was utilised. Maree (2011:47) described a paradigm as “a set of assumptions or beliefs about important factor of reality which generates to a specific world-view”. Meanwhile, Henning et al. (2004:21) asserted that a paradigm is a means of viewing the world that is constructed of genuine philosophical assumptions which give guidance and direct human thinking and action. Therefore, the paradigms in which investigators locate themselves give shape to the research. For scholars such as Merriam (2002:4), the interpretive qualitative approach is a means of learning how individuals interact with their social world. In this inquiry, the researcher wanted to understand how participants who are teachers constitute meaning of the phenomenon “discipline” in the school and classrooms. The inquiry yielded a rich, interpretive comprehension of the phenomenon of discipline in the school setting and classroom environment. Merriam (2002:4) further maintained that researchers who make use of interpretive qualitative method are concerned in learning what those explanations are at a specific point in time and in a particular situation. Besides, Cohen et al. (2011:17) contended that the interpretive paradigm is “distinguished by a concern for the individual” and aims “to comprehend the subjective world of human know-how”. This paradigm starts with a person and explores their interpretations of the world around them (Cohen et al., 2011:18). The main purpose of this inquiry was to examine how,

as reported by the research participants, perceive and manage ill-behaviour in their schools. In order to achieve the main purpose of this inquiry, I examined and described the experiences of principals and teachers with reference to learner behaviour in the school and classroom environment.

In addition, associated with this paradigm are three basic philosophical assumptions which researchers want to be familiar with. The ontological assumption is concerned with “the nature of reality” (Maykut & Morehouse, 2001:5). Besides, Maree (2011:54) posited that the interpretive paradigm involves “numerous realities which are socially constructed”. Thus, on the foundation of an interpretive approach, the researcher aspired to secure entry into the field to investigate the know-how of secondary school-teachers and principals so as to comprehend and construe their role and function in connection with learners’ behaviour. Because each principal and teacher will have their own world-view, which means that the outcomes will be diverse. The epistemological assumption is concerned with what researchers can know about reality and how they can know it (Maykut & Morehouse, 2001:3). With regard to epistemology, knowledge is documented and historically positioned within a complex educational setting (Mouton, 2016:138). In this investigation, knowledge was put together from the facts freely offered by teachers and principals through interviews and document analysis. Furthermore, Maree (2011:55) maintained that qualitative researchers become familiar with reality through examining people’s experiences of a phenomenon and interpret how others have built a reality by asking about it.

3.2.2 Research Approach

In order to examine the nature of learner indiscipline and how teachers in the selected secondary schools perceive and manage discipline, a qualitative approach which is analytical, descriptive and interpretive was used. Qualitative research is mainly interested in how persons interacting with the social world build their own reality (McMillan & Schumacher 2010:315). Maykut and Morehouse (2001:43) confirmed that qualitative approaches are beneficial when the investigator needs to have an understanding of a phenomenon and to determine the meaning given to events that participants experience. The qualitative approach comprises a naturalistic enquiry which focuses on understanding a phenomenon as it happens in a natural manner (Mouton, 2016:130). He asserted further that qualitative

researchers study things in their natural settings, striving to make sense of or to interpret phenomena with regard to the meaning individuals bring to them (Patton, 2002:55). Qualitative inquiry can be viewed as subjective, value-laden, biased, and a process which acknowledges numerous realities through looking closely at a small sample (Henning et al., 2004:5; McMillan & Schumacher, 2010:315; Mouton, 2016:169). This study permitted participants to voice their views in an open-ended manner, noted that qualitative research approach acknowledges that participants differentiate themselves best and can portray, discuss and interpret their own experiences and surroundings from their own perspective.

In this regard, Leedy and Ormrod (2015:135) argued that qualitative researchers believe that the researcher's ability to interpret and understand what they see is critical for a comprehension of any social phenomenon. Furthermore, McMillan and Schumacher (2010:26) argued that the approaches used by qualitative researchers are believed to supply a 'deeper understanding' of social phenomena than would be attained from quantitative statistics. This implies that the researcher must investigate and probe with a variety of methods until a deep understanding is accomplished (McMillan & Schumacher, 2010:26).

According to McMillan and Schumacher (2010:340), researchers pursuing a qualitative approach gather information mainly in the form of words rather than numbers. Welman, Kruger and Mitchell (2005:213) emphasised that descriptions and explanations are also affirmed in words rather than primarily in numbers as is the case with the quantitative method. The qualitative approach is important because it provides verbal explanations to describe the wealth and complexity of incidents which happen in natural settings from the participant's perspectives. In other words, I was able to inspect, interpret and describe the setting as it was.

I considered the qualitative approach to be the most suitable method for this inquiry, since it enabled me to comprehend the social phenomenon from participants' perspectives. For this study, qualitative inquiry was used to acquire knowledge of how principals and teachers manage learners' behaviour. Only through acquiring in-depth evidence on teachers and principals' experiences can learner behaviour practices which impacts teaching and learning be clear and understood.

Qualitative approach enabled me to acquire an insider's idea of the problem under investigation. Furthermore, qualitative inquiry was most suitable for enabling the researcher, to gain an understanding of the knowledge, actions, concerns and values of the participants of this inquiry, namely the teachers and principals in the chosen settings.

3.2.3 Research Design

Research design, according to Denzin and Lincoln (2011:297), is “an elastic set of general rules which couple theoretical paradigms first to design of enquiry and methods for gathering empirical evidence”. On the same point, Yin (2003:4) comments that the design arranges things into a sequence which links the empirical evidence to an inquirer's initial investigation questions and fundamentally, to its logical completion. Creswell (2009:5) described research design as a blueprint which includes the intersection of the philosophical worldviews, means of inquiry and precise approaches to be engaged to direct the inquiry under survey. Leedy and Ormrod (2015:74) declared: “that research design lends the overall arrangement for the course of action which the researcher follows, the evidence accumulated and the data analysis conducted by the researcher”. Merriam (2002:11) maintained that the design of a qualitative inquiry concentrates on interpretation, including moulding a problem for the description of inquiry, choosing a sample, gathering data, breaking down the evidence and writing up the findings.

From a qualitative perspective, the research design involves the whole process of inquiry from conceptualising to writing the description of events. The major function of the research design is to allow the researcher to plan what decisions should be made so as to increase the validity and reliability of the final result and to supply the most factual responses possible to the research (Leedy & Ormrod, 2015). Therefore, it is evident that the said qualitative approach in this inquiry which involved a case study design, whereby individuals and settings explored helped the researcher to attain a successfully comprehensive final report.

For Yin (2009:4), case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life environment, particularly when the borders between phenomenon and surroundings are not clearly evident”. A case may be an individual, group, institution or community (Baxter & Jack, 2008:544-545). A case study tends to

be related with investigating many, if not all variables, in a single situation and aspires to comprehend individual's perceptions of occurrences (Cohen et al., 2011:290). In this inquiry, the case was two principals and ten teachers and it was a case of learner behaviour in the Katima Mulilo and Chichimani circuit. With this in mind, this study aims to shed light on and provide insight into the problems experienced by principals and teachers pertaining to learner behaviour and the difficulties they experience in dealing with learner disciplinary problems in educational settings. Henning et al. (2004:41) asserted that a case study can shed more light on the circumstances and offer a broad, deep description of the case and also clarify its relations to a large context. In addition, McMillan and Schumacher (2015:344) observed that the concept "case study" refers to an in-depth analysis of a specific phenomenon and not the number of the participants sampled. It is also characterised by flexibility and adaptability (Welman et al., 2005:213).

Finally, a characteristic of this type of design is to focus on a small sample of research participants (De Vos, Strydom, Fouche & Delport, 2011:321). The purpose is to comprehend a broad social issue, but only to characterise the case being investigated. It is suitable to explain the outcomes public policy implementation. Case studies frequently identify outcomes that suggest the need to modify statutes or regulations. The advantage of a case study permits the researcher to be in the framework of the inquiry (Cohen et al., 2011:289). This design also seems suitable in view of the time and resource limitations I have.

3.3 SAMPLING

The inquiry approach, inquiry design and inquiry problem directed the researcher in the choice of the sample for this study. Maree (2011:79) described sampling as "a process used to choose a part of the population for examining". Qualitative inquiry normally is based on non-probability and purposeful sampling, rather than random or probability sampling methods. Purposive sampling, according to McMillan and Schumacher (2015:319), is a method of making a choice from the population (an existing list of the elements in the population) so as to identify the individuals to be incorporated in the research. Furthermore, Maree (2011:79) agrees that, in purposive sampling, researchers choose participants in terms of their relevance to inquiry questions, and specific characteristics which make them bearers of

information wanted for the investigation. Qualitative investigators use purposive sampling to choose a comprehensive variety of information-rich key informants, groups, places, or events to study (McMillan & Schumacher, 2010:326). This sampling approach enabled me to thoughtfully choose participants who, from my perspective, could supply information which could clarify the phenomenon under consideration (Neuman, 2006:219).

Using a purposive sampling approach, I deliberately chose the participants and inquiry sites (Creswell, 2009:179). The settings were chosen on the ground of the following criteria: type of setting (public school, community school and schools which are both high schools) and capacity (small, medium and large). Findings from preceding inquiries (Upindi, 2012; Makendano, 2016) and recognised publications (namely school characteristics and background) found from the local educational directorate were the two key sources of information for sampling purposes. This implies that the research by Upindi (2012) and Makendano (2016) contributed to insights in understanding the sample on the learners' indiscipline in Namibia; and this enabled the researcher to undertake appropriate sampling technique which yielded adequate data to embark on this study. Principals and teachers were recruited according to the following characteristics: having in-depth knowledge about discipline policy and as the ones mostly directly involved in the dealings of disciplinary problems in schools. They are the ones who perhaps know 'where the shoe pinches' so to speak. They are also presently teaching at secondary schools. Other criterion for the choice of participants for inclusion in the study was they had to have taught for at least five years or longer.

To this end, Patton (2015:244) found that there are no specific rules for sample size in qualitative investigation. Sample size according to De Vos et al. (2011:391), depends on what researchers want to be sure of, the reason for the research, considering what the researcher perceives as helpful, believable and what can be done with the accessible resources and time. The sample was thus adopted to help me to comprehend the circumstances under inquiry. The target population comprised of 10 teachers (five in each focus group interview) and the principals (for individual interviews) one from each of the two selected settings. The sample comprised of 12 participants, including seven male and five female teachers and their ages ranged between 28 and 57 years old. To attain balanced contribution to

this inquiry a female principal from school “A” and a male principal from school “B” was included in the sample. This also reflected gender equity in the study. Also, the sample of the participants consisted of two head of department; two senior teachers and three ordinary teachers who participated in this study and yielded the productive data as documented in this study.

3.4 RESEARCH METHODS

Qualitative inquiry uses several kinds of instruments to generate evidence. These instruments comprise semi-structured interviews, observations, documents and artefact reviews, field notes, and so forth (Cohen et al., 2011:409). However, in this investigation, three qualitative evidence gathering techniques, namely individual interviews, focus group interviews and document analysis, were used. Information was mainly gathered through interviews using an interview schedule, irrespective of the participants’ constituency. The researcher selected participants from the school community for both individual and focus group interviews. An extended period of time was spent at the two schools for the purpose of interviewing the research participants (principals and teachers) and to consult the relevant documents.

3.4.1 Individual Interviews

The interviews made it possible for participants to talk about their versions of the world in which they work, and to disclose how they contemplate learner behaviour from their own point of view (Cohen et al., 2011:409). Kvale (2008:11) defines qualitative interviews as an endeavour to comprehend “the views and expectations of the person being interviewed with regard to interpretation of the meaning of the characterised phenomena”. Equally, Punch (2009:144) stated that an interview is the most valuable constructive tool in a qualitative investigation and that it is a very good method for accessing individual’s views and meanings, definitions, of situations and building of the reality of a situation. Interviews are the most important way of understanding others, because the interviewer records and translates the meaning of what is uttered as well as how it is spoken. De Vos et al., (2011:348) asserted that individual interviews are a powerful means of obtaining vast amounts of evidence quickly and are a particularly productive method of getting in-depth data. They further argued that individual interviews are focused, discursive and enable the researcher to explore an issue in depth. In semi-structured interviews, the interview

schedules take “the form of a few major questions, with sub-questions and possible follow-up questions (Maykut & Morehouse, 2001:83). Using this data-gathering technique guaranteed that I obtained an in-depth understanding of how the principals and teachers cope with learners’ social problems on a daily basis.

For the purpose of this inquiry, I used semi-structured, face-to-face interviews with the school principals. I was directed by an interview schedule (Appendix D). There was flexibility as I followed up on challenging topics that came to light. I paid particular attention to wide range of themes or question areas which enabled me to obtain an insight into the participants’ beliefs, perceptions and accounts of the study. Each interview was restricted to a few questions which followed a logical order. Furthermore, open-ended questions were asked to make it possible for the participants to talk frankly and honestly. The questions were impartial and leading and ambiguous question were avoided (De Vos et al., 2011:348).

The interviews were held in the principals’ offices after teaching hours. It was at a time convenient to them and lasted between -30 and -58 minutes. The researcher used a digital voice- recorder to record the interviews as it removed the burden of note taking (Maykut & Morehouse, 2001:98). The digital voice-recorder allowed the researcher to listen carefully to the interviewees and probed their answers. In addition, semi-structured interviews proved valuable to this inquiry as the participants were free to tell their own description of events about their knowledge of learner behaviour (De Vos et al., 2011).

3.4.2 Focus Group Interviews

I used focus group interviews. Focus group interviews played an important role in this study. Maykut and Morehouse (2001:104) regarded the purpose of conducting focus group interviews as an attempt to understand what participants perceive and experience about the phenomenon studied, whereas De Vos et al. (2011:361) defined a focus group interview as “a carefully planned discussion designed to obtain a perception of a defined area of interest in a permissive, non-threatening environment”. In this way, focus group interviews bring the researcher and subjects together. Moreover, Maykut and Morehouse (2001:104) stated that in a qualitative study, the researcher brings together a relatively small group of people, typically five to eight, to find out what they think, feel or know about the research’s focus of

inquiry. In this study, focus group interviews were conducted as open discussions in which all participants expressed their opinions. As explained earlier, the purpose of focus group interviewing is not to install thoughts in someone's brain but to evaluate the perspectives of the individuals being interviewed. Focus group interviews allowed the researcher to collect invaluable information on matters of learner behaviour, and how teachers perceived and manage discipline in their classroom or schools. Open-ended questions which were carefully stated were used (De Vos et al., 2011:348).

Focus group Interviews were conducted over a length of 30 minutes to one hour, during which questions from an interview schedule (Appendix E) were asked to direct the interview process. These interviews included two focus groups, that is, 10 teachers from the two selected settings. Out of the 10 teachers in the focus group interviews entailed teachers all of whom from school "A"; three were male while two were female teachers, and all the remainder five teachers were from school "B" of which, three were male two were female teachers. Five participants were involved in each focus group interview. The interviews were conducted in teachers' staffrooms on different days. I introduced and guided the conversation and encouraged participants to participate in the discussion without being partisan. The interview discussions were digitally voice-recorded with the permission of each participant. Each interview discussions were transcribed and thereafter, the transcriptions were returned to participants for member checking to ensure that the information was authentic.

3.4.3 Document Analysis

Moreover, documentary sources were analysed. Documentary analysis, according to De Vos et al. (2011:377) entails scrutinising the actual documents, either to comprehend their empirical content or to clarify deeper meanings which can disclose their character and coverage. In this regard, Cohen et al. (2011:249) asserted that a document may be described briefly as an official statement of an event or process. Such records may be manufactured by individuals or group; a may consist of many forms. For this investigation, I needed to undertake a documentary analysis in the chosen settings. Documentary sources such as the minute books of the School Management Team where issues of discipline were recorded, school logbooks,

written notes and annual reports to parents, classroom policies and the general school policy were analysed. Moreover, the researcher reviewed the Education Act, the code of conduct for learners' policy and all external written communication (for example, Government Gazettes and communiqués to schools pertaining discipline. In addition, De Vos et al. (2011:379) explained that official documents or non-personal written documents which are produced and kept on a regular basis by big institutions such as government establishments. Such documents are more orderly and organised than personal documents. The documents analysis enabled me to triangulate what teachers and principals clearly expressed in their interviews. Patton (2015:307) gave a brief account of the significance of documents analysis as follows: "document analysis offers a behind-the-scenes view at the programme, about which the interviewer may not ask appropriate questions without the guides supplied through documents". In a similar vein, Merriam (2002:126) established that documentary evidence is especially commendable sources for qualitative case studies, because it grounds an inquiry in the circumstances of the problem being examined. This view was also confirmed by Cohen et al. (2011:254) who stated that documents are helpful in making more visible the phenomenon under examination. Therefore, documents were used to validate, support and examine the qualitative data.

3.5 STRATEGIES FOR DATA ANALYSIS

Qualitative data analysis approaches and procedures were used in this inquiry. This entails that the process of qualitative data analysis takes many different forms, but it is important that a nonmathematical analytical procedure be conducted which comprises examining the meaning of individuals' words and actions (Maykut & Morehouse, 2001:121). Analysis of data procured from the focus groups, individual interviews and document analysis was done through an inductive approach, which entails identifying, coding and categorising the primary patterns in the data (McMillan & Schumacher, 2010:367). Marshall and Rossman (2005:159) described the process of inductive analysis as discovering patterns, themes and categories in one's data. The analysis in this inquiry was carried out during information gathering and it was an ongoing component of the research. More categories and patterns emanated from the data, rather than being imposed on them before data gathering and interpretation (Patton, 2015:306). The process enabled me to investigate the

phenomenon from a fresh and open view without prejudgement or imposing meaning. During this process of analysis, important themes were outlined as they emerged from the collected evidence. The purpose of analysis in this investigation was to comprehend the different constituting components of the data. The process of data analysis in this inquiry comprised organising, accounting for and simplifying facts (Cohen et al., 2011:204). It comprised of breaking down the raw data through paraphrasing and extracting key elements of the text.

As the inquiry made progress in abstracting the data, I double-checked constantly and refined my analysis and interpretation (Maykut & Morehouse, 2001:134). In qualitative data analysis, there is no fixed standard plan of action for information analysis or for conserving track of analytical designs (Mboweni, 2014:41). Making sense of the evidence counted mostly on my reasoning rigour and tentative interpretation until analysis was accomplished. I found that as there are no rigidly enforced rules which must be complied with, I was able to be more resourceful. Evidence was subjected to “inductive analysis” to search the patterns of learner indiscipline and how teachers and principals perceived and managed learner behaviour in their schools. The data was categorised using a coding system to simplify the complexity and then arranged systematically into manageable segments. A coding system was implemented to identify categories, themes and topics in the transcripts of the various interviews (Merriam & Tisdell, 2016:199). Coding in the qualitative study is a word or phrase that ‘symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based or visual data’ (Merriam & Tisdell, 2016). As mentioned earlier, data analysis involved organising and interpreting the data, as such it involves making sense of the data in terms of participants’ explanations of the situation, noting patterns, themes, categories and regularities (Cohen et al., 2011:539). De Vos et al. (2011:399) support the idea that data analysis is the process of bringing order, structure and meaning to the large amount of gathered information. A number of analytic strategies were employed to interpret the data by sorting, organising and reducing them to more controllable pieces and then exploring means to fit them. The main topic and themes assisted in identifying the concepts and central patterns. This enabled me to break up and re-arrange the data into themes or categories which facilitated the process of comparing as well as organising patterns in the same categories that

aided the development of concepts. A careful manual explanatory method to data collection was used. This entailed that the transcripts of the interviews were first read and reread in to gain familiarity with the data. Documents were used to explore, support and validate the qualitative evidence. Finally, extracts from the raw data were chosen and either paraphrased or suitable quotations from the typed transcripts were selected as rich data to illustrate the categories. This process made it possible for me to draw theoretical conclusions from the text (Cohen et al., 2011:240).

3.6 TRUSTWORTHINESS OF STUDY

There are many things the researcher has built into the research design which increased the trustworthiness of the study. As an essential basement to accomplish this, I used a variety of methods of data collection and several sources of information and conducted the process of data gathering over two months. Creswell (2009:191) asserted that all the way through the process of data clustering and analysis, a researcher will want to make sure that their findings and interpretations answer the research question. Researchers using a qualitative approach need to ensure that enough facts are given so that readers can evaluate the credibility and authenticity of the study. By seeking to make the inquiry process transparent to the reader, the researcher increased the likelihood that readers seriously consider the project. Baxter and Jack (2008:555) described various elements of the inquiry processes which contributed to trustworthiness, four of which are especially applicable to this study. In order to comprehend how trustworthiness in this study was achieved a description of credibility, confirmability, dependability and transferability was given. Subsequent that, the methods employed to achieve these criteria was outlined.

Credibility: This is one of the aspect for assessing trustworthiness of a study and is often referred to as the 'truth value' (Merriam & Tisdell, 2016:244). The focus of credibility is on confidence in the truth of the findings. De Vos et al. (2011:420) explain that credibility refers to how the participants can recognise the meaning they gave to the situation. It involves the extent to which the researcher's explanation of data is consistent with what the study participants perceive as reflecting their views or data. In this study, credibility was ensured by adopting Maree (2011) advices of employing multiple strategies of data gathering such as individual interviews, focus

group interviews and document analysis which enhanced the trustworthiness of the study.

Transferability: This is applicability of the research finding to other similar settings and involves application of lessons learned from one qualitative study to other contexts (Merriam & Tisdell, 2016:256). In this study, detailed descriptions of methodology and data analysis provided credible information that makes study findings transferability to other context. In addition, I ensured transferability of the data by digitally voice-recording tape and thereafter transcribing all the recorded interviews verbatim, and then analysed them manually by listening. This was to maintain the accuracy of the data captured (De Vos et al., 2011:420).

Confirmability: This relates to the extent to which findings can be confirmed by other researchers and can be improved by being reflexive (D Vos et al., 2011:421). It refers to the degree to which findings are a function solely of the participants as well as conditions of the study and not of other biases, motivations and perspectives of the researcher. In this study, confirmability was achieved by returning the interview transcriptions to the participants to be checked for accuracy, and to have comments and /or additional information added (McMillan & Schumacher, 2010:331).

Dependability: This relates to whether the findings would be consistent is the study was replicated with the same participants or in a similar context (De Vos et al., 2011:420). To uphold dependability McMillan and Schumacher (2010:331), I triangulated the data through reporting verbatim accounts of interviews, whereby I presented extensive direct quotations from the exact expressions to demonstrate participants' meanings supported by documentary analysis. Nieuwenhuis (cited in Maree, 2011:74) argued that a move to a more reflexive consideration of the researchers' stance through triangulation can lead to a better understanding of the underlying theoretical framework of a study. Nieuwenhuis (2008:74) described the use of triangulation as a means of refining, widening, and bolstering conceptual linkages. Furthermore, Maree (2011:38) stressed that triangulation enables a researcher to offer varied perspectives other than their own views. In an attempt to minimise bias, the researcher utilised the same questions, and the same wording, the venues was at their school premises and teachers were interviewed in their staffrooms while principals in their respective offices. The researcher made every

attempt to remain neutral and objective, not letting my experience as a teacher influence the explanations of the answers, which enhanced dependability of the explanations.

3.7 ETHICAL CONSIDERATIONS

From a qualitative research perspective, it is important that researchers should illustrate awareness of the complex ethical issues in inquiry and display that the inquiry is both practical and principled (Marshall & Rossman, 2005:82). According to Creswell (2009:87), throughout the investigation process, the researcher should adhere to ethical practices such as respecting the rights of participants, honouring the study places which are visited and giving a complete and honest account of the findings. Sticking to these principles, I applied to the University of South Africa Ethics Review Committee for ethical clearance to be given with a certificate of clearance and was allowed approval to carry out the inquiry (Appendix A). Similarly, authority to carry out the study was sought from the Regional Directorate of Zambezi Educational Region (Appendix B and C) and was granted formal consent to carry out the investigation in the selected institutions. Moreover, I acquired participants' formal consent to participate in the study (Appendix D). The purpose of the inquiry was discussed with the participants before the interviews took place. The permission was requested to voice-record the interviews and focus group discussion. Participants were assured that evidence gathered would be confidential and used solely for the purpose of this inquiry. Pseudonyms were used for individuals and places, and any other identifying information was changed to guarantee the confidentiality of the research participants (Maykut & Morehouse, 2001:154). In discussing the findings of the inquiry, an alpha-numerical system was used to identify participants. It is also worth mentioning that the institutions chosen were not identified but only referred to as "School A" and "School B". Finally, approval was requested from the school principals to grant permission for the make use of documentary sources connected with disciplinary issues at schools (Appendix G).

3.8 DELIMITATIONS AND LIMITATIONS OF THE STUDY

The Republic of Namibia is divided into fourteen regions; namely, the Erongo, Hardap, Karas, Kavango East, Kavango West, Khomas, Kunene, Omaheke, Oshana, Oshana, Oshikoto, Otjozondjupa and Zambezi regions. The region earmarked for the inquiry was situated in the North-East of Namibia and it borders Southern African Countries like Angola in the North-West, Botswana in the South and East, and Zambia in the North. The study concentrated on the post-independence period in the Zambezi Educational Region of Namibia, namely from the year 2000 to 2016. During this period, especially in the mid-2000s, extensive educational reforms were introduced in the Namibian educational system. The research was limited to changes which took place in connection with the promotion of self-discipline in schools. As learner behaviour continues to deteriorate mostly in secondary schools, the study focused basically on the perception of discipline, possible causes of learner misbehaviour, impact of indiscipline, types of discipline, and disciplinary methods used in educational settings.

The settings included two secondary schools (catering for the education of Grade 8 to Grade 12 learners): one school located in a rural area, while the other was in an urban area of the Zambezi Region. The inquiry was restricted to chosen public institutions that were governed by the centralised Ministry of Education Policy, which determines disciplinary procedures used in schools. Consequently, the outcomes may be indicative of what happens in all public secondary schools in the region but a similar inquiry can be conducted in other public secondary schools.

3.9 CHAPTER SUMMARY

In this inquiry, the design of the research and methodology was described. A short description of the research paradigm and the qualitative method was provided. The case study method was defined and the motive for its use was provided. The relevance of the qualitative approach in the design of the research was stressed and the selection of the participants in the sample was provided. The researcher also explained the methodical approach used in analysing the evidence to answers the research questions. Issues of ethical consideration and trustworthiness that were taken into account during and after the inquiry were also highlighted. Lastly,

delimitation and limitations of the study were explained. The next chapter deals with the analysis and discussion of the research outcomes.

CHAPTER 4:

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 INTRODUCTION

In the previous chapter, the research design and methodology were explored. This chapter is intended to provide the presentation, analysis and the discussion of the results. The purpose of this inquiry was to examine and describe the nature of ill-behaviour and explore how teachers perceived and managed discipline in their schools. The study hoped to provide the way forward in order to suggest better alternative methods of maintaining discipline in the classrooms as well as the school. The following are the research questions that have a bearing on the comprehension of the meaning of discipline from different angles, and difficulties that teachers are confronted with in their schools:

1. Which type of behaviours and attitudes constitute learner ill-behaviour?
2. What are the major causes of learner behaviour in selected settings?
3. What are policy imperatives regarding learner ill-discipline? Are these policies effective?
4. What effective strategies could be suggested to deal with learner indiscipline?

Furthermore, the research objectives of the inquiry were:

1. To determine behaviours and attitudes that constitute learner indiscipline in selected schools in the Zambezi educational settings
2. To find out the major causes of learner ill-behaviour in the two selected schools
3. To investigate policy stance and its effectiveness regarding learner discipline
4. To recommend effective strategies that could be utilised in dealing with learner indiscipline.

The data presented in this chapter was gathered by means of individual interviews and focus group interviews as the key data-collection instruments. Individual interviews were carried out with the school principals, while focus group interviews were administered with teachers from the selected schools to examine and find out the causes of indiscipline problems among learners. In addition, data was

systematically analysed as part of the research process. Data from the documents were used only to supplement interviews and improve accountability; as such, these were not analysed in detail. Documents which were analysed were record books where issues of discipline were recorded, classroom policy and the public school code of conduct, letters and annual reports to parents relating to learner behaviour, and disciplinary records.

Clear patterns that came out from the analysis of participants' responses were synthesised and linked to existing research references and theories established in the literature. Deliberate efforts were made to make connections between the findings to the literature on the themes under discussion. In the presentation, analysis and discussion of data; verbatim quotations were used to present the perceptions of the participants. I also made reference to the views of scholars who researched the same research problem to confirm or cement the findings. It is believed that this approach can supply the readers with primary understanding of the research problem, as well as the information that the study produced and its connection with existing knowledge of the predicament (Mtsweni 2008:81). This can make it easier to provide relevant guidance for teachers to successfully manage and sustain discipline in schools.

The analysis and discussion is arranged in such a way that the overall pattern makes it simple and clear to understand the entire findings of the study. The researcher considered displaying participants' perspectives and experiences as clearly as possible. In this way, I quoted their responses and made an effort to present them in a logical, consolidated and orderly manner.

As a means of maintaining continuous anonymity and confidentiality, the settings were coded as School "A" and School "B". Codes P1 and P2 were used to represent the two principals with whom the researcher had individual interviews. The codes T1, T2, T3, T4 and T5 represented the five teachers from School "A" that participated in one focus group interview while T6, T7, T8, T9 and T10 represented teachers from School "B" respectively. The participants' responses are displayed in quotation marks to indicate that these were their accurate verbal expressions.

4.2 THE CHARACTERISTICS OF THE PARTICIPANTS

In this study, participants made known their responses in this section which are identified with their individual traits. The participants were sampled from the two secondary schools. The school principals, head of department; senior teachers and ordinary teachers participated in these interviews (two individual and two focus group interviews). They were chosen because I aimed at acquiring information-rich opinions, insights and perceptions of participants regarding learner discipline.

The information in the tables below indicates the characteristics of the participants who participated in individual and focus group interviews in the sampled educational settings. These traits are covered in table 4.1 and table 4.2 below so that the participants can be made known. A total number of participants participated in the research was 12. In terms of the profile information below more males than females participated in this investigation. The participants were seven males and five females. As the investigation was conducted in the time of coronavirus, more female participants than male counterparts were often quarantined as a result the number of female participants showed less than male participants.

Table 4.1: The profile of the participants of School “A”

Participants	Age	Gender	Occupation Status	Teaching Experience
P1	57	Female	Principal	36
T1	42	Male	Head of Department	20
T2	32	Female	Teacher	7
T3	38	Male	Senior Teacher	12
T4	44	Female	Head of Department	18
T5	34	Male	Senior Teacher	13

Table 4.2: The profile of participants of School “B”

Participants	Age	Gender	Occupation Status	Teaching Experience
P2	50	Male	Principal	24
T6	40	Female	Head of Department	14
T7	31	Female	Teacher	6
T8	45	Male	Head of Department	19
T9	28	Male	Teacher	5
T10	53	Male	Head of Department	26

4.3 PRESENTATION AND DISCUSSION OF THE FINDINGS

The presentation and discussion of the findings of this inquiry were guided through Creswell (2009:183)'s principles for presenting an account of data analysis. The five main themes and their sub-themes were detected through means of the process of open and axial coding and categorising (Creswell, 2009:184). The first theme emphasised the meaning of discipline which encompassed categories such as measures put in place to correct learner behaviour, abide by rules and regulations that corrected behaviour, and punishment. Theme 2 is centred on the type of ill-discipline happening within the school: stealing, learners' absenteeism, late-coming, fist-fighting on the school ground, bullying fellow learners, pregnancy, vandalising school properties, and cheating in exams. The third theme highlighted the possible causes of learner behaviour in selected schools, which included: lack of parental support, overcrowded classrooms, peer pressure, and teachers' inconsistency as categories. The fourth theme articulated preventive disciplinary methods used and the categories encompassed: disciplinary committee, school rules and regulations, guidance and counselling, learners' involvement in drafting rules, and parental participation. The fifth and last theme reported to the impact of learner behaviour and included categories such as: teachers increasingly developing discomfort about learner indiscipline in learning institutions, poor academic performance and results, and feelings of being unsafe for teachers and learners.

This study provides a diagram of the emergent themes and sub-themes which facilitated the undertaking of sequential activities that have a relationship with discipline in the classrooms and school in the selected institutions (see Figure 4.1).

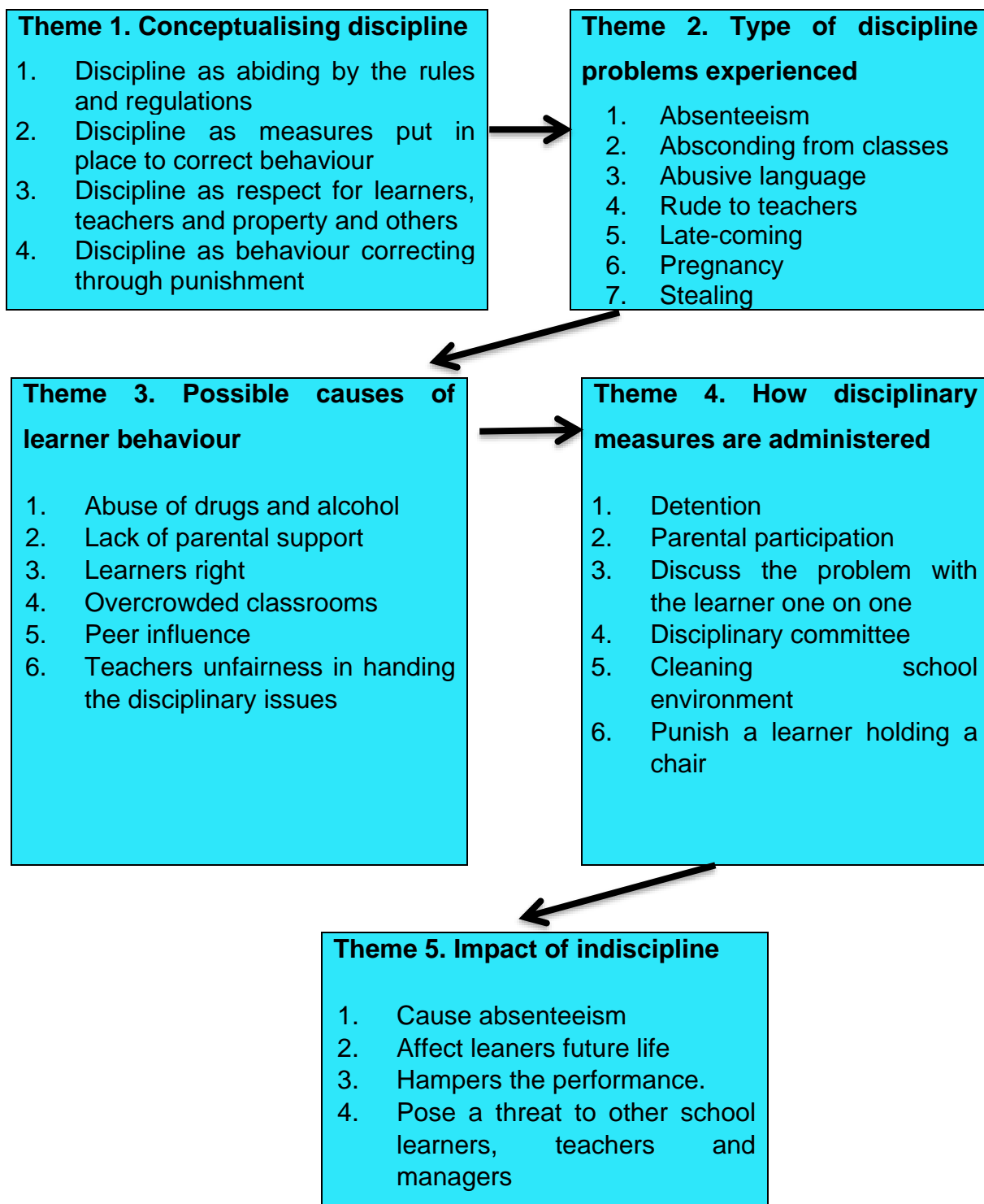


Figure 4.1: A graphical representation of emerged themes and sub-themes

4.3.1 Theme 1: Conceptualising Discipline

Various people hold different perceptions pertaining to how discipline is described. This study intended to find out how participants perceived the concept. Participants P1, P2, T2, T3, T5, T6, T7, T9 and T10 alluded to different critical aspects of discipline. Four sub-themes were identified, namely, discipline as measures put in place to correct behaviour; discipline as abiding by rules and regulations; discipline as respect for learners, teachers and property and others; and discipline as behaviour correcting through punishment.

4.3.1.1 Discipline as Measures Put in Place to Correct Behaviour

It is critical that for the school to be able to achieve its objective of educating children, an orderly setting should be created. Behaviour that is not acceptable can constrain the achievement of this mission. In the interviews conducted with the participants, a number of views were presented. P 1 remarked that:

“School discipline relates to action taken by a teacher or a school as an organisation towards a learner or group of learners when their behaviour disrupts the ongoing educational activities or breaks the created rules”.

T3 agreed with this point of view by testifying that:

“Discipline refers to the measures to prevent disorderly behaviour on the part of the learners so that they do not create problems for regular cause of the teaching and learning activities.”

In supporting the assertions of P1 and T3, T6 echoed similar sentiments that:

“Discipline means measures put in place to control one’s behaviour.”

This is bolstered by Mwamwenda (2008:275) who maintained that discipline means measures used to administer and, have control of behaviour, as without it there would be disorder and confusion and learning would be unproductive. Oosthuizen et al. (2011:156) concurred with the above findings by clarifying that preventive measures are intended to curb ill-disciplined behaviour, and predominantly necessitate good classroom operations by teachers, commendable management actions and governing skills by the principal, as well as useful precautionary

approaches by parents and teachers towards self-control, character building and preservation of discipline by proper value systems and reasonable boundaries. Cotton (2008:2) expressed similar sentiments that the concept discipline may entail both prevention and remediation. This implies that functional discipline methods aim to foster responsible behaviour and to provide all learners with a pleasant school experience and to minimise the misconducts. One could agree with Glasser (2000)'s theory, which postulates that building of self-control, accountability and responsibility are results that are assisted by concerned teachers interacting with learners in ways that help them appreciate the outcomes of their choices. Both principals and teachers are accountable for assisting learners to determine a course of action and behave in ways that are in accordance with chosen principles and standards.

4.3.1.2 Discipline as Abiding by the Rules and Regulations

Discipline and rules are closely connected to each other. This implies that learners need and want to understand the limits of what is agreeable and what is forbidden. According to participants, rules are a useful instrument in classroom management of discipline and behaviour. They pointed out that discipline means following rules and regulations as already established (P1, T2, T3, T5, T7 and T9). They indicated that rules highlight the rights and responsibilities of each person in the class. T2 had this to say:

“Discipline refers to the orderly manner through which both teaching and learning should take place without any impediments.”

T7 defined discipline as:

“An indication of awareness of the rules and regulations, which is beneficial for a good behaviour, to make teaching and learning more attractive”.

T5 shared a similar idea that:

“Discipline is the act of being obedient to rules and a certain code of behaviour which are in place at the school. It is a practice of training an individual to obey rules and behave well, through training one’s mind and body so that he or she can control his or her actions and obey rules.”

One of the goals of rules as a whole and the regulations of education in particular is to ensure instruction and justice. The most distinctive feature of rules, according to Oosthuizen et al. (2011:85), is that it brings into existence order within the institution of learning. Usually, rules should regulate circumstances within institution in an orderly way and, to this end; it inevitably places certain restrictions on a person's freedom. When establishing such restrictions, it is essential that the opinions of learners be taken into consideration. If the rules impose restrictions which are antagonistic to the views of the learners it can be met with obvious resistance (Oosthuizen et al., 2011:85). Therefore, rules should be made in the school and classrooms, just as the country's Constitution was written to turn into a guiding instrument. Glasser (2010), the main proponent of choice theory believes that the function of teachers from this point of view is one of leadership, and that learners can attain the state of responsible, self-determination if the teacher puts suitable intervention programmes in place. Choice theory encourages participation in decision-making, leading to a feeling of ownership and increased opportunities of successful reform. Glasser (2009) called his theory 'Reality Therapy', because it incorporates and brings understanding of learners' responsibility to establish their own decisions about their learning and behaviour in the classroom. This viewpoint postulates that learners should have an option and that if learners have a hand in choosing determining applicable rules; they will then have ownership of their learning, satisfaction in their involvement, high self-respect and will show greater standards of self-awareness thus leading to improved academic outcomes.

4.3.1.3 Discipline as Respect for Learners, Teachers, Properties and Others

Mutual respect in academic institutions is vital to enhance discipline and productivity. According to T5, T6, T7 and T10 discipline is thus concerned with respect and the manner in which teachers balance learner behaviours and responsibilities. They view discipline as responsible behaviour, respect for teachers, respect for other people and the school property or authority. That can bring progress and prosperity in the community and the school. For instance, T5 remarked that:

“Discipline refers to behaving responsibly. Learners should respect their teachers, other learners and the school property.”

T7 agreed saying that:

“When learners focus, pay particular attention to, involve in discussion, give respect, make their schoolwork as per instructions, and are on time that is the way I understand discipline.”

T10 stated that:

“To me the term discipline means to behave in an acceptable manner or having mannered character while among other people.”

It is obvious from the above excerpts that different meanings apply to the concept of discipline. This explanation is also in line with the clarification given by Wheeler (2013:1), in which the phrase ‘discipline’ is described as having more than seven interpretations. According to Van Deventer (2018:363), discipline is not about controlling others, but refers to systematic training which produces obedience or self-control, often in the form of rules and regulations, or regulated behaviour resulting from such training or conditions. In practice, proper disciplinary measures should aim to aid the development of learners to adulthood to be self-dependant and to have self-esteem (Oosthuizen et al., 2011:156). For this study, discipline refers to the orderly management and control of the educational process to ensure that the transfer of knowledge, norms and values progresses towards the desired aim. Discipline, according to Van Deventer (2018:363) refers to positive behaviour, where teachers exercise their authority in the best interests of the learner. The emphasis and outcomes for discipline are always the development of self-discipline, self-control, independence and maturity, while, the Namibian Education Manual (2010:4) refers to discipline as educating, moulding, and other applicable approaches to maintain necessary behaviour, which can ensure a safe, orderly and beneficial learning environment through transforming unwanted behaviour into satisfactory behaviour. The duty of teaching staff therefore is to assist in making easier the normal-growth enthusiasm in learners. This implies that all teachers, other school staff members and parents must assist learners with learning to determine the ideal course of action and behave in a manner that is consistent with identified beliefs and principles.

4.3.1.4 Discipline as behaviour correcting through punishment

Appropriately administered punishment can contribute towards rectifying the learners' ill-behaviour. The participants alluded to the fact that their schools had some punishment measures in place as a means to maintain discipline. They pointed out that learners who behaved badly were corrected through the use of mechanisms such as punishment. They further indicated that discipline is a process whereby a teacher combats unwanted behaviour from learners (P2, T3 & T7). For instance, P2 commented that:

“Discipline is the act of being obedient to rules and a certain code of behaviour which are in place at the school. So, it simply translates that it is when learners are directed through set structures which are in the school to behave in that manner. And if behaviour is not attained in that manner, they are then corrected through use of mechanisms such as punishment.”

T3 puts it as follows:

“The term discipline simply means correction; it is a process whereby a teacher combats unwanted behaviour from learners by correcting and discouraging such misbehaviours.”

Interestingly, T7 echoed similar sentiments that:

“Discipline is training learners to follow rules or code of conduct through punishment.”

The above remarks suggest that some of the teachers are domineering, and in this way they ignore the process of developing self-discipline, mutual understanding, and the ability to act independently and socially acceptable behaviour (Mtsweni 2008:85). Punishment is regarded as a procedure for decreasing deficient or dysfunctional behaviour. In school practice, punishment is an action taken against a person as a consequence of deviation from school rules or orders (Van Wyk, 2001:196). Thus, punishment serves the purpose of identifying unacceptable behaviour among learners. However, this approach could result in the overemphasis of punitive discipline, while neglecting the growth oriented aspect thereof. Mtsweni (2008:39) further linked the main methods of leadership to autocratic action, the extreme

discipline of learners, and the subjugation to coercive of power which weakens the learners' ability to think freely. It is not necessary to instil fear in learners as this is viewed as social injustice. Charles (2008:27) was of the view that external control results in inevitable patterns of behaviour such as forgetting, inattention, truancy, vandalism and lack of attention. Emotional side effects of such patterns of behaviour are anger, apathy, anxiety and resentment, all of which inhibit learning. Another problem associated with external control is that punishment does not produce positive behaviour patterns. This choice theory requires teachers to depart from the traditional system of discipline which equates discipline with control, punitive measure, expulsions and other types of punishment, to forms of discipline which involve self-control (Ndofirepi et al., 2012:84). Van Deventer (2018:195) concluded that authoritarianism induces learners to comply because the teacher rarely encourages them, causing learners to lose trust, which may influence them to be less active in their schoolwork.

Whatever their exact definition, most scholars seem to agree that nowhere is it more true that "an ounce of prevention is worth a pound of cure" with regard to discipline of learners in educational settings (Koenig, 2008:24). With reference to classroom discipline, this well-known quote holds true. Most essential to note for the sake of this study is the assertion that teachers are described in these definitions as key role players in relation to inculcate discipline.

4.3.2 Theme 2: Types of Discipline Problems Experienced in the Selected Schools

The data gathered exhibits that there is indiscipline among the learners of the involved schools. Cases include unauthorised absenteeism from school, being rude or lack of respect for teachers, being inattentive, early engagement in sexual activities, failure to do given work, getting up and moving around without permission, late-coming, noise-making, talking and laughing inappropriately, and using abusive language (P1, P2, T1, T2, T3, T4, T5, T6, T7, T8 & T10). Fighting amongst learners, cheating, lying and stealing other learners' property as well as bullying were also mentioned (P2, T5, T6, T7, T9, & T10).

4.3.2.1 Absenteeism

Being present at school every school day is critical for the success of every learner. While the opposite is true, data reveals that learners' absenteeism is the separation between permitted and unpermitted absence of learners from school. Unpermitted absence is the kind of absent that is not authorised by the school officials and parents have no proper reason for allowing such absence (Mboweni, 2014:57). This study disclosed that discipline problems amongst learners such as frequent absence without permission, as well as dodging and absconding. P2 stated that:

“Some learners dodge period, some go on moving from class to class during school periods, some go on peeping through windows when lessons are on.”

T4 commented that:

“There are times when learners leave classrooms without permission; some learners are used to cheating and noise-making during class. Late-coming and absenteeism from class lessons are also presenting some problems in my class.”

P2 indicated that:

“Absenteeism without proper communication happens when a learner stays at home without informing the class teacher, and when there is no proper reason given.”

These findings are in agreement with Makendano (2016:124), that teachers in many cases complain of inappropriate types of behaviour such as interruption of school activities by ill-behaved learners, skipping classes as they wish, absent without proper reasons given, rudeness to teachers, vandalising furniture and textbooks in class, and lack respect for teachers. These types of behaviour consequently contribute to a negative effect on the teachers' instruction. As stated by the participants, frequent absence from school is the most committed disciplinary infraction in these secondary schools. Scholars such as Moyo et al. (2014), Sibanda and Mpofu (2017), Temitayo et al. (2013) highlighted other forms of misconduct which makes the work of teachers very demanding. These involves: absconding from classes, cheating on tests and assignments, dodging periods, attending classes very late as well as submitting incomplete assignments and laxity in doing classwork and homework.

These findings support the research done by Mtsweni (2008:83), who asserted that these problems add to the absence of teaching and learning because the teachers' schedules are interrupted and the work of learners is handed in late to teachers. Learner absenteeism in these schools revolves around the home environment such as broken homes and bullying from fellow learners.

4.3.2.2 Late-Coming

The data showed that discipline problems among learners like late-coming to classrooms and late-coming to school are being encountered by the teachers in their respective schools, and these problems have negative influence on teachers' instructions (T1, T2, T3, T4, T6 T7, T8 & T10). According to T1:

“Learners reach the school late and sleep in the classroom instead of concentrating on their schoolwork. Coming late to school have a negative influence on the start of the first periods.”

T8 commented that:

“I experience noise-making, late-coming, learners' reach classes very late on a daily basis. If learners do not arrive on right time at class at the same time, it results in most of the classes are half empty during the first period of the school.”

T10 noted the following:

“I experience noise-making, late-coming, learners attend classes very late and submitting their classwork and homework very late.”

Moreover, it was necessary to approach documentary sources in the schools investigated. After perusing the period registers and school management team record books where disciplinary issues are recorded were analysed, it was discovered that late-coming is one of the leading behavioural problems experienced in these schools.

The findings are consistent with those of Antonio (2017); Koenig (2008:1); Mtsweni (2008, as cited in Makendano, 2016:124) and Upindi (2012), and who reported that late-coming to classes has a negative outcome on teaching and learning at the entire school, particularly in the first periods. For instance, during the first period, learners

coming late disturb the ongoing lesson as they knock from time to time in order to come in the classroom. Such trends can cause teachers to repeat learning tasks or commence the lesson once more, which can be a frustrating exercise to other learners who turned up punctually in their classes. Learners could obviously lose out on the task taught before their arrival.

Mokhele (2006) maintained that it is clear that teachers must be a living example of the type of discipline they hope for from learners. Some teachers are not good models of behaviour arriving late at classes, staying away from their classrooms and even making use of unfriendly or derogatory words.

4.3.2.3 Pregnancy

Pregnancy among female learners is rampant in learning institutions and keeps learners out of class for several months, thus interrupting school academic performance. According to interviewees P2, T4, T5 and T7 alluded to the fact that discipline problems in their classrooms, are apparent in learners engaging in early sexual relationships and other social evils such as alcohol and drug abuse, which often results in pregnancy learners. For example, they say that pregnant learners at school show less attention, frequently sulk, have bad tempers, are not willing to talk in the class, and are less imaginative as well as less cooperative. T4 stated that:

“Teenage pregnancy impact negatively on learners’ attendance even if pregnant learners are allowed to attend school. They cry all the time and complaining, they are frequently sulking, expressing bad temper, and showing less attention to schoolwork.”

It was also highlighted by T5 that:

“Some learners are forced to set up tents and huts at the school premises in order to make it time for classes since some of their villages are situated far from the school. Older boys in these informal hostels give importance to love affairs more than they do to their studies. Instead of doing schoolwork they engage in early sexual relationships.”

T7 put it thus:

“Pregnancy has become a norm and is questionable because it impacts the learners’ academic standards and accelerates absenteeism in pregnant learners. They play truant from school, failing to do their schoolwork and come late to school.”

Likewise, the examined documents in both schools authenticated that pregnancy among schoolgirls is at an alarming rate. According to the “logbook” of school “A” where learners’ incidents are recorded, 19 learners aged between 14 and 19 become pregnant during the first quarter of the 2018 academic year. Moreover, school “B” found itself in a similar predicament whereby 24 schoolgirls were impregnated during the same period of the year.

These findings corroborate with the ideas of Van Deventer (2018:74), who suggested that teenage pregnancy also contributed to the breakdown of the culture of teaching and learning in schools. Furthermore, the Namibia National Teachers’ Union (2012:5) held the view that learner pregnancies continue to be inexplicably high, while the members of the public maintain that it keeps on providing a serious threat to schooling in Namibian schools. Pregnancy contributes to learner absenteeism and impacts negatively on academic performance. Balancing being a mother, and balancing schoolwork, exams, breastfeeding a baby, and keeping up with things at home like housework and more is a daunting task. It is clear that pregnancy has a connection with schoolgirls’ learning because some of them play truant from school, failing to do schoolwork and submitting it in their own time, also has an influence on their ability to attend school. On the other hand, the Namibian Education Act 16 of 2001 allows pregnant learners to attend school as normal up to the time they give birth and to return to school if the infant can be taken care of by a responsible adult. According to the Namibian National Teachers’ Union (2012), teenagers are sexually active from an early age; pregnancy is a reality in Namibian schools. Almost 3500 learners in Namibia became pregnant between 2017 and 2018, leading to more than 2000 of them dropping out of school during the same period. The presence of pregnant learners has a negative influence on other learners, and therefore a negative effect on the culture of teaching and learning (Van Deventer, 2018:74). However, Legal Assistance Centre (2016:7) concluded that “normative and gendered expectations of teenagers will shape how principals and teachers” lead and manage the reality of teenage pregnancy and parenthood in

schools. Teachers and principals are critical about policies which are not always supportive of learners who fall pregnant. Addressing the main role players in schools as well as communities, not only to clarify the goals of the policy and implementation, but also to unpack subjective responses to teenage sexuality, pregnancy and parenting for that reason remains a priority.

4.3.2.4 Stealing

It is undeniable that poverty and failure to adhere norms and morals are some of the contributing factors that influence learners into stealing which tremendously affect the learning process. Most of the participants, P1, P2, T1, T3, T5, T6 & T8, described stealing as another individual's belongings without his or her approval. According to them, this behaviour is mainly influenced by factors such as broken homes and peer pressure grouping. They complain about learners pilfering each other's goods such as food, stationery, clothes, and to some extent pocket money (P1, P2, T1, T3, T5, T6, & T8). Talking about these issues P1 said:

“Some big boys bully the younger ones and to some extent stealing their properties such as calculators, underwear and money.”

P2 remarked that:

“The life at home of the child sometime results in a learner goes on stealing other learners' food.”

T1 further added that:

“Stealing, absenteeism and absconding from classes, lying, and violence are also factors to be considered. Learners steal food from each other, and other items such as money, calculator and cell phones”.

T8 emphasises that:

“Learners steal other learners' belongings such as food, pocket money, and some underwear's”.

While T3 noted the following:

“We have others that have gone to the extent of stealing other learners’ food, so as a result, a learner whose food was stolen because of the other indiscipline learner is usually finding it difficult to attend school, and they go hungry”.

For example, T6 explained that:

“Some learners do not think that it is wrong to take someone property without permission because of improper conduct from parents and other siblings.”

Thus, I perused documents of both schools which confirmed that some parents are being summoned to school for missing items which are reported to have been stolen at the school.

These findings confirm the views of Nxumalo (2013:33), who noted that stealing is a widespread trend in educational settings and poses an everyday problem for teachers. Marais and Meier (2010:51) argued that learners pilfer each other clothes, cellular phones, lunch-boxes, food as well as stationery and pocket money. Nxumalo (2013:33) asserted further that the most regular victimisation experience recounted by secondary school learners was having something stolen from them. Masekoameng (2010, as cited in Nxumalo, 2013:33) stated that teachers also encountered the negative outcomes of stealing and were requested to find the solution to theft in classrooms. He further stated that to deal effectively with learners who exhibit improper behaviour, like stealing needs more energy, patience and time from a teacher which could be used for teaching purposes. This choice theory proposes that unhappiness, combined with the strong feel in the perpetrator that others are enjoying stealing for the sake of pressure they feel, is by far the main reason why anyone steals out from another human being (Glasser, 2009). He further asserts that the reasons why an unhappy learner would lash out at a particular time cannot be predicted. However, what can be predicted is that almost all unhappy learners carry within themselves the potential for unwanted behaviour. This could be a cause in many of our unruly Namibian school learners. Therefore, Glasser (2009) recommends that the key to minimise indiscipline is to do what he believes can be done in every school, to reduce the number of unhappy learners.

Mtsweni (2008:85) asserted that stealing by some secondary school learners is an addictive behaviour which involves alcohol and substance abuse. Learners steal and vandalise as a means to acquire money for alcohol or tobacco because pilfered articles are often recovered in shebeens (Upindi 2012). In addition, one should also take note of Nxumalo (2013), who indicated that, the rationale for learners ending up stealing other people's items due to influence of peer pressure just to obtain some money to survive on. Sibanda and Mpofo (2017:123) have concluded that other parents get fraudulent items from their children, while others propel their children to buy alcohol and tobacco exhibiting learners to enticement to use prohibited substances. In this inquiry it is also notable that stealing can indeed corrupt the good behaviour and thus result in ill-discipline.

4.3.3 Theme 3: The Possible Cause of Learner Misbehaviour in Selected Schools

The causes of learner indiscipline are multifaceted and stems from a variety of contributing factors and are generally dynamic depending on surrounding circumstances. The majority of participants consented that the issue of discipline is important to teaching and learning in schools. This inquiry has demonstrated that several factors are accountable for the lack of discipline in schools. These are: the home surroundings, the classroom and the school circumstances, the learner himself or herself, the community, the learner's parents' and the teachers (P1, P2, T1, T2, T2, T3, T4, T5, T6, T7, T8, T9 & T10). Six sub-themes were recognised, namely alcohol and substance abuse, lack of parental support, learners' rights, overcrowding classrooms, peer pressure, and teacher inconsistency.

4.3.3.1 Alcohol and Substance Usage

Teachers and learners frequently encounter alcoholism and substance abuse which negatively affect the learning environment. It was revealed by this study that drug abuse including cigarettes, alcohol, smoking dagga is another factor helping to cause the general learner indiscipline in the selected secondary schools. Participants spoke of shared moral attitudes regarding this behaviour because some parents are also at fault and have the same bad habits and are unable to teach, advise or guide their children along the acceptable path regarding the use of drugs. The teachers also complained of unpredictable worsening of the learners' behaviour and

impertinence, when they indulge in taking harmful substances (P1, P2, T1, T3 T6, 7). They pointed out examples of some learners who attend school while under influence of drugs which is mostly “dagga”, commonly known as “marijuana”. In this regard P2 had this to say:

“A group of learners had recently been found with a big supply of marijuana and cigarettes with the intention of selling them.”

T3 noted:

“Learners believe marijuana puts them in good mood so that at least they can entertain to all ... that elders keep telling on them without getting bored of their heads.”

T9 concurred with this viewpoint by stating that:

“Learners are using drugs which make them disrespect their teachers. Learners bring drugs and alcohol on school premises which make them being rude to teachers.”

Likewise, the scrutinised documents corroborated the above findings that some learners in these schools are frequently caught smuggling and drinking alcohol, being in possession of or smoking dagga behind school walls after the police nabbed learners at the school hostels.

The findings of this inquiry are in accordance with those of Gasa (2012) and Wolhuter et al. (2007:254) which revealed that problems connected with ill-behaviour of learners is often mingled with substance abuse, either by learner or by an adult living together in a similar household. Dealing with or merchandising unlawful drugs not only affects learners’ actions directly but also changes the whole environment of the setting. This is supported by Charles (2008:23) who contended that alcohol is an ever-present temptation for many people during fun times, as it helps loosen tongues and creates a relaxed atmosphere for socialising. Learners who abuses alcohol and drugs can sometimes lose touch with their emotional side, and act in an aggressive and inhuman manner without giving any consideration to the consequences of their actions. According to Gasa (2012:201), drugs and alcohol abuse cause disorganised thoughts, disruption of body co-ordination and interferes with driving ability.

The findings also confirm Mwamwenda (2008:385) utterances that the influence of alcohol and tobacco dealing stretches to school learners who are identified to behave poorly owing to because of alcohol and drugs. According to Mtsweni (2008:85), alcohol and substance misuse add to the ill-behaviour of learners in educational settings and has turn into a horrible source of unsafe academic learning institutions. Although given less attention, the usage of alcohol and drug substances can also be a powerful encouragement for learners' ill-behaviour. Wolhuter et al. (2007:254) agree with the findings by attesting that not less than half of all perpetrators of undisciplined behaviour and their victims had been drinking before the engagement and that the link between alcohol use and disorder is contributes especially to sexual promiscuity and rape including between persons who know each other. The ease with which alcohol and drug substances are accessible at settings therefore multiplies the chances of learners being attacked by fellow leaners at school or in their way to or back from school.

4.3.3.2 Lack of Parental Support

Parental support is of paramount significance both to physical and psychological development of children. Commitment from the parents ensures progressively good behaviour and better learning outcomes. The interviews with participants revealed that parental involvement in the learners' education contributes immensely to learner behaviours and academic performance. If a child is not taught correctly at home, bad influence can educate him or her through agencies of his or her choosing. They believe that if there is no control at home it would impact the order at school in the contexts of teaching and learning, which is essentially about self-realisation (P1, P2, T3, T4, T7, & T8). According to P1:

"Parents are not involved in guiding their children. They don't care, they just take their children to school and they leave them along. They don't try to help them; they rely on the school that the school will do everything for them. Also, most of learners are orphans; they are either raised by a single parent, a father or a mother. And in some cases, these parents are illiterate; they cannot read and write, so they cannot help these children in guiding them accordingly."

This view was echoed by T4 who said that:

“A person is very free at home, maybe is a single parent and is so reluctant to reprimand the child when he does something wrong, so that leaves a burden to the teacher to overcome and do all the disciplinary problem which the parent was suppose or should have done at home.”

T7 remarked that:

“I think some of the causes of these problems originating at home. “Parents are not really involved in their kids’ work. They send learners to school and hoping all will be done at school.”

Documentary sources like the records of parents, minute-books for the meetings during the gathering were reviewed. The attendance book illustrates poor parental attendance scale and participation schools’ gatherings.

The above findings are in agreement with those of Mestry and Khumalo (2012:106) who assert that adults can help to cause the occurrences of ill-behaviour in their children by failing to provide them with community skills and giving them support by shaping acceptable behaviour. If nurturing arrangements, procedures and in particular, parenting support were put in order in the household environment, then the problem of disciplining the learner in the class or setting surroundings would be greatly minimised (Pienaar, 2003:266). To this end, Mwamwenda (2008:275) held that children who do not receive sufficient care at home, normally make choices depending on who they respect. He further argued that they act in a particular way because they lack some essential basics of their own. Consequently, they are left to determine choices for themselves and battle for their own existence.

In consensus with the above conclusions, Ndeleki (2016:2) points out that many parents in the Zambezi Region are not engaged in the schooling of their children, which causes poor academic achievements, unreasonable school dropout and the lack of discipline. Hauwanga (2008:15) was of the view that adults’ lack of success in guiding their children’s discipline is one of the main causes of disciplinary problems. Temitayo et al. (2013:10) remarked that the declining behaviour in many educational setting starts to develop where there is no parental involvement and support where adults manifest a lack of understanding and consideration towards school officials as well as towards school property and some indulge their children.

4.3.3.3 Overcrowded Classrooms

Overcrowding refers to a situation whereby there are too many learners in a given classroom, which is difficult for teaching and learning purposes, consequently, leading to poor academic performance and promoting ill-discipline of learners due to lack of control by the teachers. It was established during the interviews that overcrowded classrooms helps to cause a lack of discipline in the selected secondary schools. It was found that teachers have an average of 45 to 52 learners per class (T3, T4, T8 & T9). This in turn leads to arguments among learners and fighting is not excluded. They view overloaded classrooms as the cause of some disorderly behaviour among learners (T4, T6, T8, T9 & T10). T4 stated:

“Overcrowded classroom promote hostile environment in the sense that learners do not concentrate on their work, instead they pinch, scratch and assaults each other and lastly start fighting one another.”

T6 remarked that:

“Supervising more than 50 learners in a same class, the balance between teaching and keeping tabs on the incidents that taking place in a class is very challenging”

T8 explained that:

“I have 52 learners, so it is kind of like it is hard to control an overcrowded class with more learners.”

While, T9 put it as follows:

“The overcrowding of classes results in lack of textbooks in subjects and other materials.”

T10 had this to say:

Large number of learners in a classroom creates some shortage of textbooks, lack of facilities which forces learners to share desks and textbooks. And this condition of sharing books and almost turns into a tag of war when one grade learner needs to take a textbook for him or her to go and do the homework at his or her parents’

home. During this process some argument erupts which end up in exchanging punches or scuffle”.

This finding further supports the view of Mokhele (2006:154), who noted that congested classrooms make the work of supervising demanding. Overcrowded classes increase the lack of adequate resources, which in turn leads to increase tension between learners themselves. This increased tension often results in resistance to these conditions which can easily lead to noise-making and unrest. The findings confirm Charles’ (2008:23) ideas that learners often become restless when made uncomfortable by inappropriate noise, lighting, temperature, seating, or workspaces. Mokhele (2006:154) further asserted that congested classes force learners to sit around in big numbers. Sharing desks or books can turn into a tug of war when one learner may ask to make use of the textbook at home. During this process, arguments erupt which can end up in scuffling or even fighting. Consequently, Van Deventer (2018:72) was of the view that big class sizes make it difficult for teachers to give attention to individuals needs in the classroom. Furthermore, as a result of overcrowded classrooms learners become ill-disciplined. Nxumalo (2013:29) found that in big classes learners scream or talk loudly while learning content is being taught, throw things around, eat and move or run around randomly, disregarding teachers’ instructions to re-establish control.

4.3.3.4 Peer Pressure

The learners at a school are averagely of same age category and due to the youthful and social status they tend to influence each other’s behaviour. This is commonly called peer pressure or peer influence; which can impact on learners’ discipline negatively or positively. Some participants made suggestion about peer pressure performing a critical role in connection with indiscipline in their schools and classroom (P1, T3 & T8). They alluded to the factor that in many cases learners are powerless to refuse the pressure from their friends. P1 stated that:

“These learners indulge in unnecessary activities such as drugs, alcohol, and also taking other harmful substances, they do that because of the peer influence they want to do what their friends do.”

T3 explained that:

“There are also those that change when they come to the school due to peer pressure, hanging with the wrongs crowds,” So, they can blend in by engaging themselves in alcohol and drugs forgetting where they come from.”

T8 had this to say:

“Learners tend to copy from the one who is in the next grade, hoping they are the best behaviour.”

Van Deventer (2018:364) reminded us of the fact that when learners are in a group they also tend to misbehave more than when they are themselves, because of reinforcement from friends. The peer fraternity influences what the learner values, knows, and wears, eats and what he or she learns. Charles (2008:21) claimed that learners normally experience objects, conditions, behaviours, and individuals that powerfully arouse their interest. The effect of this pressure however relies on other strict control of one's behaviour, such as the age and personality of learners and the nature of the fraternity (Charles, 2008:21; Temitayo et al., 2013:11). These kinds of occurrences are evident in association with music and lyrics, desirable objects, manners of talking, style of clothing, lifestyles, personal grooming, and cheating on tests and assignments. Although the pursuit of these attractions can result in mild or severe misbehaviour, learners nevertheless find them so attractive they can occasionally do, adopt, mimic acquire, or associate with them, even when forbidden to do so. Mwamwenda (2008:276) agreed with the above findings, by stating that bad peer associations are connected with the lack of social cognitive skills. This is true, when one associate with a gangster' they will always think like them. Charles (2008:24) found that it is hard for learners to resist peer pressure, easy to get swept up in group energy and emotion, and easy to justify one's misbehaviour as only what others were doing.

However, the study by Gasa (2012:202) found that when a household does not have the means to provide a child's wants, other adults who play a major role in the child's life can have an aspiring influence over the child in assuming responsibility for the child's life. It is important to take note that peer pressure can lead to disciplinary problems and hooligan behaviour both within the educational setting and in social

settings resulting in ill-discipline at home or community level. It is also evident that one of the leading means that deviating adolescents become even more deviant is through constant reciprocal action with deviant peers. Charles (2008:23) concluded that delinquency in young persons is socio-culturally acquired in interacting with family associates and peers in intimate settings. These methods consist of learning the hooliganism behaviour and fostering the reasons to defend one's self-interests.

These findings are in accordance with Glasser (2009)'s theory, that theorises that the major reasons why learners do misbehave can be summed up as an attempt to meet one or more of the five prime needs such as survival, belonging, freedom, fun, love, power and safety. He believes misbehaviour is minimised to the extent learners are able to satisfy these needs in the classroom. According to choice theory, the behaviour of an individual is the outcome of developing a sense of love and belonging through family, significant others, friends, groups and/ or other affiliations. Choice Theory theorises that when any of the needs is not met, learners become unsettled, distracted and more prone to misbehave (Glasser, 2009:11). Therefore, the teacher's task is to help learners make positive choices, and one vehicle for this is the classroom experience. It is a teacher's duty to facilitate the discussion; it is therefore the learners' role to make the value judgement and analyse the costs as well as the benefits of continuing or desisting.

4.3.4 Theme 4: How Disciplinary Measures Are Administered in Selected Schools

Although there is general consensus on the problems facing selected schools regarding mitigating discipline, there is considerable variability and debate on the manner these problems need to be addressed. Central to the issue is the role and value of punishment in changing behaviour. Traditional measures are focused more on punishment procedures such as denying privileges, using corporal punishment, detention, expulsion, suspension and excluding learner from the general educational settings. The most commonly used disciplinary measures to cope with learner ill-behaviour in the selected schools are: disciplinary committee; counselling of a problem learner, discussing the problem with a learner, suspension, involving parents, use of classroom and school rules, as well as the cleaning of the school surroundings and detention after learning period.

4.3.4.1 EFFECTIVE DISCIPLINARY MEASURES

The participants identified some of the alternative methods which they use to manage discipline in their various schools. The following were identified as successful strategies to address disciplinary problems in their classrooms:

4.3.4.1.1 Disciplinary Committee

In this subtheme, participants refer to occurrences that need the attention of disciplinary committee which in turn deals with matters of indiscipline and enforces the necessary measures in a way conforming to the school policy. According to them the disciplinary committee is composed of the members of the school management team, which comprises the senior teachers, the head of departments and the principal. Most of the participants who responded to this research question believed that the accomplishment of discipline in educational settings is the duty of the management committee (P1, P2, T1, T3 T4, T6, & T9). P1 commented:

“We have got a disciplinary committee which listen to cases. Normally, it is a disciplinary committee which does business with the process of disciplinary hearing although in some instances individual teachers also becomes involved in this process when the problem is minor.”

P2 expressed similar views:

“The disciplinary committee is an important entity at the school. It deals with disciplinary issues at our school. It is there to make sure that learners with ill-behaviour that is uncontrollable are dealt with accordingly. Those problems that are beyond the teacher’s power are referred to a disciplinary committee.”

T3 remarked:

“The teacher is in control of all disciplinary problems for the class he or she is in charge. When learner misbehaviour persists, the teacher refers a learner to the principal or to the school management team.”

The analysis of disciplinary committee meeting minutes confirmed that the principal summonsed the members of the school governing body when there was a serious matter pertaining to learner misconduct at school.

The finding was supported by Botha (2016:230) who maintained that for the successful management of schools, the school management team and teachers should work hand in hand, in order to find ways of managing learner behaviour and prepare them for leadership, as well as to help safeguard of order and discipline within the institution. Scholars such as Prakash (2015:78) asserted that schools which have a sound institutional management framework have a better chance of improving learner achievement outcome. He further contended that principals should not only focus on their teaching leadership practices, but also consider their institutional management skills for greater school improvement. The findings also confirm Van Deventer (2018:365)' sentiments that the responsibility for creating an orderly and harmonious environment begins with the principal and school management team that must plan for positive discipline. Mestry and Khumalo (2012:100) agreed with the above conclusions that the school management team, teachers as well as the disciplinary committee are principally responsible for maintaining the safety measures, safeguarding the school and ensuring preventive measures are maintained in line with the school policy.

The findings are in alignment with Glasser's (2010) Choice Theory, which suggests that teachers should make sure that they have authority to instil urgent measures to stop behaviours which are improper and disrespectful. He theorises that complaints and behavioural problems must be approached sympathetically. Antonio (2017:130) agreed with Glasser's (2010) Choice Theory that teachers in their daily contact with learners are in the best position to deal with learners and to influence them positively. The opposite is also true. If teachers do not deal with learners correctly or do not set good example, any professional input to educate the learner will be useless (Schulze & Dzivhani, 2002:122). Teachers should not only tell learners how to behave but they should demonstrate positive behaviour in all their daily routines and interactions. According to Glasser's (2010) Choice Theory, this creates confidence in learners and makes an important contribution to a happy learning environment which in itself counteracts the inconsistent behaviour. On the one hand, confidence in learners and authorities is strengthened, which in turn leads to a better relationship between learners and teachers. For instance, this reduces the hold that learners have on teachers.

4.3.4.1.2 Discuss the Problem with a Learner

Participants believed that positive teacher-learner relationship attracts learners into the learning process and encourage a desire to learn good behaviour, work freely and help to achieve better results. They believe that positive teacher-learner relationship cause learner to interact with their teachers. They think that learners can than feel free to reach out their teachers when the need arises. T5 stated that:

“When you sit with the learner you put in some sense. You are no longer a teacher, you take the role of being a father or being a mother, you cite examples. So, a child who has good manners will definitely change, that you would see some that would appreciate, they would come to you with many problems that they will start to face. So, with any challenges that they will face think first if I do this way, the teacher will call me, will talk to me. They would rather first come and tell you that: I am facing this problem, maybe there is a way that you can help me to find more information from the child who might be leading to such ill-behaviour. So, I think those measures are yielding good behaviour among the learners”.

T1 remarked that:

“When you bring in certain measures that I will be checking this learner, I will be calling this learner to my office that we need to have one-on-one, one has to stick to that. This reminds the learner that if I do this, the teacher is going to be on my neck; if I do this, the teacher is going to be calling on me each and every time. So, when you have those talks it helps to sharpen up, brighten up as to where, you know, seeing their vision where they want to go. It will only not work if one decides not to be constant. So, for me it has really worked. The results are positive.

T2 affirmed that:

In my case, I have always called the specific learner that has issues; we sit one-on-one one wanting to get to the bottom of why this learner is behaving like that. I had one learner who was ever absent. In one week the child would only attend like one or two days. Then constantly, every time I am entering that class was the first person I would check on and we would have sessions, we sit and we talk. And at one point it seemed to work and he was improving.

These findings are in support with Van Deventer (2018:195), who reported that positive motivation often encourages the learners to achieve better results because they experience good teacher-learner relationship. Charles (2008:52) contends that trust grows within an environment of ethics, civility, and socially moral behaviour, but it cannot survive in an environment where unethical or threatening attitudes are continual concern. It is only through understanding what drives an action or misbehaviour can teachers be able to handle or manage the learner behaviour effectively. It is believed that if a learner realises that there is someone who cares about his or her problems, the problem becomes easier to handle, even if there is no way to change the behaviour. Young (2008:14) concluded that learners love it when teachers talk with them, walking together, running and smile to them. This approach to discipline management creates a conducive environment to learning, as mainly it is their space, they own the classroom. When this sense of ownership is established, learners will come to class willingly and with enthusiasm because they want to be challenged. Thus positive consideration work much better than always reacting to what learners have done. This study therefore recommends enhancing the positive aspects in the disciplinary measures, specifically to systematically provide positive consequences for occurrences of desirable behaviour. In effect, provide learners with reasons to behave. This is in line with, Glasser (2009), who theorises that teachers need to ensure that they have authority to put an immediate stop to conducts that disruptive and offensive. This alternative to corporal punishment stresses the need for every learning institution to have a discipline policy. This involves the whole school in a concerted effort to improve and maintain discipline through a clearly understood behaviour framework, emphasising positive encouragement as well as clear sanctions. It focuses on the emotional motivation of teachers to implement plans to ensure their right to teach.

4.3.4.1.3 Learner Counselling

In this subtheme, participants described learner counselling as an awareness of problems and knowing different kinds of misbehaviour in school environment by talking and listening to the learner problem (P1, T2, T3 T4, T5, T6 & T7). They believe that talking about and recounting a learners' problem has proven to be perhaps the most significant measure in helping one to minimise the frustrations and problems. They further make the point that taking a personal interest in learners'

lives motivates them to take an interest in learning from cooperating with the teacher. Regarding counselling of learners, P1 stated:

“A learner may in some other cases be referred to school counsellor for further counselling to rectify this improper behaviour.”

T3 explained that:

“From the class teacher we have the school counsellor. Each learner is given an opportunity to be counselled to find out whether it’s something that really needs counselling or something that can just be talked about.”

T6 echoed similar sentiments that:

“We call in the parents, talk to the parents so that they can also advise the learner, or we take the learner for counselling teacher for them to be counselled.”

Speaking to a learner individually in private is of utmost importance since it can provide an opportunity to determine the root cause of ill-behaviour. Similarly, Koenig (2008:60) found that it is important to make an effort to determine and know the actual causes of the learner’s indiscipline in an effort to figure out the problem. The findings are consistent with what was discovered in reviewed literature that talking with and counselling a learner, enables the learner to recover his or her composure from confusion and frustration (Koenig 2008:60; Ministry of Basic Education & Culture 2004:8). Furthermore, Charles (2008:33) agreed with the above views, by asserting that as long as learning circumstances were involved, any disciplinary measures should be aimed at furthering learning and facilitating growth towards responsible behaviour. This finding supports the research carried out by Schulze and Dzivhani (2002:125) who asserted that counselling is a helpful method for making progress with doubtful learners and those institutions would be powerfully bolstered if the Education Department could institute positions for teachers who had been trained to give advice on personal or psychological problems.

The findings are in accordance with Choice Theory which shows that counselling is a strategic mechanism in assisting learners to acquire self-control in institutions and at homes. Furthermore, Choice Theory, which theorises that speaking to and having confidence in a learner has proven to be a significant factor in helping learners to

reduce the occurrences and impact of worries in their lives and on their learning. Bechuke and Debeila (2012:242) agreed with the theory, stating that learners should be taught how to exercise self-control and enable them to determine their own voluntary decisions in order to do what they think is good for them. The counselling should look for the sources of inappropriate behaviour in order to help learners to act properly. Counselling assistance for disobedient learners should be done in the belief that learners miss insight and understanding regarding their own wrongdoing. The researcher agrees with Mwamwenda (2008:279) who indicated that the key factor in ascertaining appropriate discipline in educational settings rests in learners acknowledging teachers' authority to supervise their conduct and their improvement.

4.3.4.1.4 Parental Participation

The parental participation and support towards education of their children boosts the morale of both teachers and learners' thus enhancing performance and behaviour. It is clear that information collected during the interviews with the participants shows that they needed support from the parents so as to play a meaningful role in their instructional task. According to participants P1, P2, T3, T4, T6 & T7, they involve the parents by inviting them to school if there is disciplinary problem so that they can be informed about their children's behaviour. The benefits alluded to here comprises decreased truancy, improved attitudes of learners, improved learner behaviour and a decrease in school dropout rate. T3 had this to say:

"If the learner does not take the free counselling that the school is offering, parents are also invited through the disciplinary committee."

T7 stated that:

"Parents normally supervise the schoolwork of their children that they have been given by a teacher to go and do as homework at home."

P2 had this say:

"Parents are a very important element of a school and as such their constant involvement in school issues is of utmost importance. Parents play a role of a primary instructor at home that is why their constant involvement is needed."

Likewise, the scrutinised written notes and annual report to parents showed that when the learner's ill-behaviour persisted, the principal wrote a letter to the parent of the defaulting learners asking them to come to the school. When the parent is at school together with the principal and the disciplinary committee, they discuss the problem and determine what cause of action to take against the learners. Additionally, the analyses of the minute's book of the school management team where issues of discipline were registered indicated that the same learners were suspended until their parents came and attended a discussion with the principal or the disciplinary committee.

This study revealed that parents are the cornerstone of their children's education; without them, learners would have to go it alone and the chances of failure are high. According to Kallie (2015:103), parental participation can not only be advantageous to the learners but the country in general. The findings are in line with Koenig's (2008:85) conclusion that parents who are involved in education of their children are likely to make sure that the standards of behaviour, direction and the character of the community are established and maintained in school. The findings revealed that parents who become partners with school officials establish social relations as they become co-responsible for academic achievements (Botha 2016:231). Van Deventer (2018:388) was of the view that through community participation in the work of the school, parents may become more interested in the things their children are doing, and this may in turn help to reduce the number of learners who drop out of school. She further asserted that when parents engage in the schooling of their children they can be motivated to improve their own academic skills and may embark on a path of lifelong learning, and become liable to address their children's learning problems.

This study endorses the views of the above scholars who believed that when schools, families and community members side together to back-up learning, learners frequently behave in an appropriate manner, stays in school longer, and value learning more. The choice theory argues that the family is the most important aspect in the life of a learner since it provides an emotional and physical environment that constantly surrounds the child and in which close psychological ties exist (Koenig 2008:60). When that influence is combined in a positive way with what goes on in the school, an enhanced outcome for the learner can be expected.

The above views support Choice Theory, which contends that active parental participation with adolescents and meaningful nurturing are inseparable. In other words, being involved with learners in a nurturing environment is an essential step in assisting learners to become more accountable for themselves and to other fellow learners. When parental care is lacking, learners may resist a person's guidance that comes through other elders. Such recognition cannot take place except when learners feel that their elders are with them.

4.3.4.2 INEFFECTIVE DISCIPLINARY MEASURES

Participants complained of the ineffectiveness of some disciplinary measures because the same misbehaviour recurs and often lefts unresolved in schools due to the Education Policy system. Opinions from participants regarding the ineffective disciplinary measures are highlighted below:

4.3.4.2.1 Manual Tasks

According to participants T4, T5, T, T8 and T10 complained of the ineffectiveness of some disciplinary measures that have limited value. They complain that learners who serious frequency of behavioural difficulties continues to display problems throughout their schooling and have an increased risk for developing negative school modification. As T4 had this to say:

“When the offence is not serious we give a learner minor work to do or at times we detain the learner. But these specific learners will decide not to do it just because they know nothing will have done, Like, there is undermining of authority that I decide what to do and I decide this one I am not going to do, because nothing is going to be done to me.

T5 explained that:

“So, if it is these petty things then we just give them a piece within the school environment to clean, and normally we do it after the learning periods that are when the bell rings for a bit of cleaning. But cleaning itself is not so effective, if one does it during the learning session, like it happened some other time, the learners that were in class felt like if we were outside cleaning rather than being taught in class. So, they enjoy being punished more than the learning itself”.

T8 emphasised that:

“Cleaning as a disciplinary measure does not work because learners feel being outside to an extent that they sometimes even get used to the fact they can offend and teachers will never do anything to us. We are going to be given a piece of work to clean outside”.

The above findings clearly show that this disciplinary measure is ineffective because it does not deal with what it is supposed to do. This implies that reactive decisions that rely on coercion and punitive measures seem to worsen, not minimise ill-behaviour over time. In addition, the use of more punitive measures cause low self-esteem, negative attitudes towards school authority, escape reactions such as truant and dropping out from school. This theory theorises that an authoritarian style of teaching is characterised by negative motivation such continuously rebuking and scolding the learners when someone do wrong, making threats, issuing written warnings and other disciplinary measures (Glasser 2009). As a result, the self-realisation of learners usually suffers damage during the process.

4.3.4.2.2 Detention

Detention is a kind of punishment which is used in different contexts. Detention in school context, it is referred to a form punishment in which a learner is kept in a class or school premises after school hours. Ndofirepi et al. (2012:85) assert that detention is one of the most hating types of punishment which happens at a time when learners are psychologically preparing for break from class working and in this form of punishment, the learner remain in the class while other are having beak or lunch or are going home. During this process the teacher monitors the learner throughout the course of detention in all its kinds. Participants complain about punishing themselves when detaining learners, which makes detention to be ineffective disciplinary measures (T2, T3, T6 & T10). T2 stated that:

“The transition from corporal punishment to those other measures of detention, time out has not been smooth, because it just wants drastically that we are changing from this to this without putting in place how do we go about detention, how do we go

about time out. Because if it I do detention now, I will be punishing myself as a teacher, that I must also sit with that learner. So, I feel why would I punish myself not to go for lunch to sit with this learner? We are also going to suffer the same fate”.

T3 commented that:

“Being bullied by the learners. A learner will do anything that they want to do, teachers are not allowed to touch them. And sometimes detaining does not work. So, a lot has to be done. So, I also want to blame it on the system.

T10 had this to say:

“Keeping learners by making them work or detaining after school is a hard thing; it doesn’t really work more especially because we live in rural areas whereby learners themselves happen to prepare food in their places. As such keeping them detained after school is a problem because learner should ensure that there is something to eat for them. So, it is difficult to implement detention properly”.

4.3.5 Theme 5: The Impact of Indiscipline in Schools

Learners’ indiscipline has a far-reaching impact, affecting, for instance, the academic productivity; social cohesion and other aspects. Most of the participants who spoke on this aspect felt that indiscipline among learners has a negative effect on learning and teaching, as well as hampers the performance of learners (P1, T1, T3, T5, T6, T7, & T8). Rationales given were that classes are repeatedly interrupted which causes learners to lose focus and concentration. They say that indiscipline disrupts lessons for all learners, and disruptive learners lose even more learning time. They further explained that teachers waste much teaching time rebuking learners, regulating late-coming and controlling unnecessary noise-making, fighting and bullying. That almost half of the teaching time is wasted speaking to learners to maintain discipline. Three sub-themes were determined, namely, hampering the performance of the learners, posing a threat to other learners, and late dropout from school in some cases leading to suicidal tendencies, hence affecting their entire lives as these learners remain delinquent.

4.3.5.1 Hampers the Performance

Educational performance can be negatively affected due to the ill-discipline of the learners which in turn frustrates teachers and other learners. Most of the participants spoke on this aspect indicating that learners' indiscipline that interrupts the process of teaching (P1, P2, T1, T2, T5, T3, T4, T6, T9 & T10). They say that ill-behaviour has a negative influence on teaching and learning. In addition to causing disruptions, participants say that learners' acts of indiscipline also take up time that could have been used for teaching and learning. According to P1:

"This ill-behaviour hampers the performance of the child at school. These learners who are ill-behaviour also lead a bad influence on the other learners, and these ill-behaviour learners are also difficult to handle in school."

P2 emphasised that:

"Ill-behaviour hampers the performance of the child at school, they turn to bully other learners so as a result, those other learners end up not to study well, as a result they will not able to concentrate at their school".

For instance, T1 stated that:

"No learner with indiscipline that will perform well. Not even in a single subject."

T5 remarked that:

"You will find that when learners are in class some learners will be mocking others just waiting for some mistakes when a learner gives an answer they are just laughing, which results in some learners not participating in class anymore".

T7 had this to say:

"Learners with ill-behaviour tend to perform low in their schoolwork and they mostly do not do their school activities as expected."

Scholars like Cotton (2008:2) and Gastic (2008:394) are in agreement with the findings that indiscipline is a serious problem in the classroom, and the way in which it is dealt with, results in learners getting into trouble at school, as well as causing them punished, whereas, Upindi (2012:71) was of the view that learners can miss a

lot in the process and this influences negatively the learners' overall academic achievements at school. For example, as Hunt (2007 cited in Mboweni, 2014:28) asserted that continuously learner absenteeism is an endless disruption of the schooling process. Prolonged absences mean that a learner falls behind and struggle to participate in and understand school work. Mboweni (2014:29) maintained that learner absenteeism has an impact on absent learner, as well as on teachers' abilities to design and present lesson in a structured and coordinated approach. In the same way, Singh and Steyn (2014:85) concurred with the above findings, by stating that protracted absenteeism is damaging to the learner's development since they drop behind more and more academically. Protracted absenteeism on the side of both teachers and learners interrupts the learner's academic performance at school that can lead to underachievement and lack of success.

4.3.5.2 Pose a Threat to Other School Learners, Teachers and Managers

The ill-behaviour of learners not only impacts learner performance, but also impact on teachers' ability to plan and present classroom teaching in a consistent and orderly manner. Participants in this study expressed concern about the indiscipline behaviour and its impact on their morale. Some participants claim that schools are no longer settings of order and safety (P1, T3, T5 & T8). P1 remarked that:

“Such kinds of children who are ill-behaved pose a threat to other learners. They tend to bully other learners, so as a result those other learners also will not be able to study well, they will not be able to concentrate at school.”

T2 explained that:

“The learner shows no respect for himself or herself as well as classmates and other teachers and at the end of the day this becomes a problematic child.”

T8 commented that:

“Learners' ill-behaviour frustrates the relationship between a teacher and learners. So, when that relationship is not well, performance of such learners also goes down so in the end they will fail.”

According to Naong (2007: 284), disorderly behaviour makes situations alarming and intimidating which are not favourable to the formation of a conducive learning environment. Marais and Meier (2010:41) were of the view that badly behaved learners and disciplinary problems are getting out of hand and hard to deal with, forming part of every teacher's experience of teaching. The issue of ill-behaviour among learners not only has a negative influence on fellow learners or teachers, but it also has a negative impact on the way in which school managers make use of time. Instead of devoting their time to innovative teaching, or enhancing the current programmes, they end up wasting time on disciplinary matters (Hiholiwe 2015:12). Garegae (2008:53) and Upindi (2012:71) attested that ill-behaviour occurring amongst learners often forces teachers to leave the teaching fraternity.

4.4 CHAPTER SUMMARY

In this chapter the findings were presented in a way that I analysed the views of participants on learner behaviour which they have to manage. The chapter also scrutinised and interpreted the patterns that came out of the data which was clustered from the participants who participated in this investigation. Documentary sources from the selected settings were also examined. With regard to interviews conducted, various interpretations as to what constitutes discipline in educational settings were unfolded. The outcomes of the study agree with the conclusion of the research conducted by Sibanda and Mpofo (2017:123) that ill-behaviour among learners arises out of learners' background. This alludes to where the learners originate from. On the one hand, ill-behaviour can emerge from different circumstances. The subsequent causes were distinguished, namely abolition of corporal punishment, family background, use of alcohol and tobacco, learners' rights, lack of parental support, influence from peers as well as teachers' negative behaviour. The types of learner discipline which teachers and principals were confronted with were also highlighted and deliberated. Strategies for managing the problem were included establishing disciplinary committee, discussing the problem with a learner, learners counselling and guidance, parental participation, as well as teacher-learner relationships. Finally, the negative impact of ill-behaviour among learners on the quality of schooling and the harmonious school relationship among teachers and other role player were discussed.

The subsequent chapter provides a summary of the study, as well as the conclusions emerging out of the findings. The chapter is concluded by suggesting some practical recommendations based on the findings of the study.

CHAPTER 5:

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 an attempt was made to provide the presentation, analysis, and interpretation of data collected. The objective of this investigation was to examine learner indiscipline in selected schools in the Zambezi educational setting in Namibia. This was achieved through responding to the research question stated in chapter one and restated in chapter four. For the purposes of ensuring that the study achieved its objectives, it is critical that I restate the objectives of the study. This will help in providing an overview whether the research was able to achieve the objectives identified. Taking into account the above, the overall objectives of this study were:

1. To determine behaviours and attitudes that constitutes learner indiscipline in selected schools in the Zambezi educational settings.
2. To find out the major causes of learner ill-behaviour in the two selected schools
3. To investigate policy stance and its effectiveness regarding learner discipline.
4. To recommend effective strategies that could be utilised in dealing with learner indiscipline.

This chapter provides an account of the review of the inquiry process commencing with the purpose, statement of the problem, aim and objectives, literature review, research design and methodology, data analysis as well as interpretation. The inquiry focused on two school principals and ten professional teachers from the two sampled secondary schools in the Zambezi Region. In accomplishing this, analysis was carried out in the subsequent manner: the discussion of an outcome was made in a sequence they exhibited in leading chapter, accompanied by recommendations and conclusions of the inquiry.

5.2 SYNOPSIS OF THE STUDY CHAPTERS

Chapter 1 dealt with an introduction to the research, study background of the problem and problem statement, main question and sub-research questions, the main aim and objectives of the study, concept clarifications, an outline of the

literature review, the theoretical framework of the study, the research design and methodology, the significance of the study as well as the delimitations of the study.

Chapter 2 provided the underpinning theoretical framework within which the study is located. It dealt with the literature review. Amongst other things, the phrase discipline, the importance of discipline in schools and self-discipline were explained. Possible causes of discipline problems in the classroom, the nature of discipline happening on a daily basis in schools, disciplinary measures administered in maintaining learner behaviour as well as the impact of learner indiscipline on teaching and learning were also discussed.

Chapter 3 comprised of a detailed description of the research design and methodologies used in the study. Attention was paid to sampling, data gathering techniques, issues of trustworthiness and the ethical principles that were followed, as well as how the data was analysed and interpreted.

Chapter 4 focused on the presentation and discussion of the research findings.

5.3 SUMMARY OF THE RESULTS

5.3.1 Conceptualising Discipline

The inquiry found that teachers had various understandings of the term “discipline”. It became clear that to some participants’ discipline is closely connected with measures put in place to correct learner behaviour, while other participants associated discipline with the abiding by rules and regulations that correct behaviour. Discipline is thus understood as a form of self-respect which relies on voluntary compliance with orderly rules and regulations (cf. 4.3.1.2). To the same participants, discipline is connected with punishment. In contrast, to some participants, it means full respect for learners, teachers, property and others.

The study found that some participants regarded discipline as abiding by the rules and regulations because rules make learners obedient and they know what the codes are along with the consequences they can face for violating rules. It emerged that rules make learners know that there is a system for keeping track of violating the rules. The study also noted that participants perceived rules as a requirement for the success of school activities as they ensured an orderly approach through which both

teaching and learning must take place without any impediments (cf. 4.3.1.2). It was also found that rules put the function and role of the school authority into focus because rules do not just establish order in the school but they help learners in to see what appropriate behaviour is, establish moral values and ensure productive learning conditions. However, this does not happen on its own, but through the participation of the principal and teachers together with learners in a partnership (cf. 2.7.4).

The findings of this study revealed that some participants still viewed discipline as behaviour correction through punishment. It emerged that from the findings that some teachers combatted unwanted behaviour from learners through the use of mechanisms such as punishment (cf. 4.3.1.4). It was also found that some teachers had not yet transformed to understand the essential quality of discipline in the framework of a democratic institution. The study found that punitive behaviour management approaches are irrational because they limit the good sense of teaching personnel in ensuring fairness (cf. 4.3.1.4). The findings in this study showed that punishment is a worldwide disciplinary action and is used by management to discourage undesirable behaviour. Moreover, this study noted that this form of punishment is not the most effective. In a school environment where punishment is equated with discipline, productivity is likely to suffer. Thus, the negative side effect of punishment, for instance, bitterness and animosity, reinforces the view that it is not a desirable form of discipline and should only be used as a last resort (cf.4.3.1.4).

It was further established that some participants viewed discipline as measure put in place to correct behaviour on the part of the learners so that they did not create problems for regular cause of the teaching and learning activities (cf.4.3.1.1). It was found that proper disciplinary measures should aim at helping the development of learners to adulthood so that they could become self-dependent and have self-respect. Document analysis also reaffirmed that discipline in the school context refers to the orderly management and control of the educational process to make sure that the transfer of knowledge, norms and values progressed towards the desired goals (cf. 2.2.1). It was noted that productive discipline in school is about the management of functional relationships between groups and individuals built on the

common values of equality, human dignity and respect. This implies that when school personnel make use of punitive measures, they counteract these values.

5.3.2 The Types of Discipline Problems Experienced in the Selected Schools

With regard to the types of discipline, the study attempted to establish the behaviours and attitudes that constitute indiscipline in the selected schools. The study found that the most occurring discipline problems experienced and mentioned by the participants were dodging and absconding from classes, moving from class to class during school hours, leaving classrooms without permission, peeping through the windows when lessons are in progress, cheating and noise-making during classes (cf.4.3.2.1). The study found that late-coming to school and absenteeism without proper grounds was a cause of concern for the participants. This study also established discipline problems that are encountered in the selected schools ranging from behaviours such as abusive language, failure to accomplish schoolwork and lack of commitment, engaging in early promiscuous sexual activities and increased chances of unwanted pregnancies among learners, use of alcohol and drugs on school premises, rudeness to teachers and stealing other learners' property (cf.4.3.2). The findings further noted that pregnancy led to less attention being paid to schoolwork, late-coming to school, playing truancy from classes, failing to do homework and accelerated absenteeism especially among pregnant learners (cf. 4.3.2.4). It was established that some learners pilfered each other's goods, for instance, foodstuff, stationery, clothes, pocket money (cf.4.3.2.4). It was further revealed that some parents were summoned to school regarding missing items which were reported to have been stolen at the school. The study noted that ill-behaviour existed at all grade levels but happened on a large scale in grades where classes were overcrowded and in circumstances relating to deficiency of teaching and learning materials.

5.3.3 The Possible Causes of Poor Learner Behaviour in Selected Schools

One of the objectives of the inquiry was to find out the possible cause of learner behaviour in the selected schools in the Zambezi educational region. The findings of this study have established that there are many grounds why discipline problems frequently arise. Some discipline problems may be caused by factors external to the classroom such as lack of parental support. Probably the greater number of

discipline problems stemmed from difficulties with the school surroundings and overpopulated classrooms, the learners themselves, the use of harmful substances, and peer pressure from friends (cf.4.3.3). The study found that discipline problems at home often originated from lack of parental support, single parenthood, abusive parental relationships, as well as illiterate parents who were unable to make decisions. It was established that lack of support in the education of their children played a negative role in academic performance of such learners. It was further noted that illiterate parents cannot help or guide their children properly; they just take their children to school and leave them there (cf.4.3.3.4). The findings of this study established that the use of drugs and alcohol on school premises made learners rude and disrespectful to their teachers. The study further noted the other motives for resorting to indiscipline were peer pressure or getting caught up in group emotion (cf. 4.3.3.4). The findings showed that under the influence of their friends, some learners end up doing things that were not in line with the school code of conduct.

The findings also established that classrooms with high number of learners are one of the main causes of discipline problems in the selected schools. The results of this study found that the more learners are congested in a classroom, the more the problem of indiscipline occurs (cf.4.3.3.3). It was established that it is really challenging to deal with behaviour problems on one hand and teach in congested classrooms on the other. The findings of this study noted that it is hard to regulate and monitor the activities of all learners in a big class in the given time. The findings further established that the consequences of this lack of meaningful supervision are that learners are not usefully busy; they tend to become talkative and undisciplined (cf.4.3.3.3). It further noted that in big classrooms learners speak and scream loudly while lessons are being taught; they pinch, scratch and assault each other and ignore teachers' warnings to restore order as well as move randomly without permission (cf.4.3.3.3). The study established that overcrowded classes increase the shortage of sufficient resources, which in turn leads to increased tension between teachers and learners. This increased tension frequently results in resistance to such conditions which can easily lead to learners hanging around outside the classrooms, unrest and noise-making (cf. 2.4.6). Many things can result in learners acting out in the class. Hence, it is important to know this so that teachers do not take learners' misconduct personally. If teachers take it personally, they frequently respond

emotionally rather than logically. The findings showed that responding emotionally normally one makes the situation worse (cf.2.4.4). Teachers need to be aware that on any given issue learners might act out in reaction to a personal problem and that they cannot fix a learner's problems (cf.2.4.4). Consequently, attitudes and behaviour in the class are negatively affected.

5.3.4 The Disciplinary Measures Administered in Selected Schools

Pertaining to disciplinary measures used by teachers and principals in maintaining order, the inquiry found that most teachers use non-abusive methods to discipline learners in their schools (cf.4.3.4). It was found that teachers sometimes give light punishment to ill-behaved learners (cf.4.3.4.1). These light punishments include cleaning the school environment, detention after school hours and punishing a learner holding a chair (see Figure 4.1). The findings revealed that for such ill-disciplined learners, detention is not an effective punishment. The experience becomes a source of frustration and waste time for the staff assigned to supervise. This study established that some teachers refer instances of indiscipline to the disciplinary committee, and, if learner's conduct persists, they referred such learners to their principal and the school management which constitute the disciplinary committee (cf.4.3.4.1). The study established that parental participation in education of their children played a significant role in drawing learners into the learning process and promoted a desire to learn good behaviour as well as achieve good marks. It was found that parents played a crucial role in supervising the schoolwork of their children that their teachers had asked them to go and do as homework (cf. 4.3.4.3). It emerged from the study that parents' participation equipped learners with the tools to navigate sound relationships of working together to bring out the best in them.

It is further noted that if learners continuously transgress school rules, they must be referred to the school counsellor for further counselling to rectify the improper behaviour (cf.4.3.4.2). It was found that the counselling process is helpful to minimise the frustrations and problems and it can make an important contribution to motivate learners to acknowledge problems through guidance (cf. 4.3.4.2). The study found that learning is most effective when it takes place in a supportive community of learners. When teachers know how to lend an ear with compassion and grace, they attract others in all walks of life (cf. 2.6.2). Doing so, makes learners turn around,

and remain connected to teachers, and as a result, teachers enjoy the rewards of continuous relationships. It is clear from the findings that learners who experience a teacher's personal interest are more likely to accept correction from the teacher (cf. 2.6.3). Reasoning through a problem with a learner also emerged as an effective disciplinary method in helping to alleviate some worries of the learners (cf.4.3.4.2). The underlying cause in constructive reasoning is that discipline occurs best when teachers and learners work together in a genuinely accommodating manner (cf. 2.6.3). Consequently, learners appreciate being shown respect, politeness and courteous.

5.3.5 The Impact of Discipline

The findings of this study are that learners' ill-behaviour causes' emotional damage, affects the self-esteem of learners and adversely impacts their academic performance (cf.2.7; 4.3.5.1). It is noted that teachers and the school management spend most of their time on learner behavioural problems not on teaching (cf.4.3.5). The results show that indiscipline disrupts the learning programmes for all learners, and disruptive learners fail to maintain the required standards of performance within the allocated study period. It is established that learners who fear for their safety and being ridiculed by their schoolmates, may drop out of school at an early stage, while they are still young. The study also found that learner behaviour at school poses a threat to other school learners, teachers and managers (cf.4.3.5.2). It was found that indiscipline does not only disrupt teaching and learning, but also the school management use of time on discipline issues rather than concentrating on school development and using their time effectively and efficiently. The finding presented thus far supports the idea that ongoing misbehaviour among learners in secondary schools interferes with teaching, weakens learning and engenders negative attitudes toward school and education. It was noted that indiscipline interrupts functional teaching and learning, and lowers the teaching personnel morale (cf 2.7; 4.3.5.2).

5.4 RECOMMENDATIONS

The research has led to the subsequent recommendations which educational stakeholders can use in to sustain discipline in instead of punitive measures.

1. In order to inculcate a sense of responsibility and knowledge in teachers, the government must come up with viable solutions to regulate and control unruly learners, especially in public schools. This implies that the Ministry of Education and higher institutions should include a compulsory module on discipline in the curriculum of tertiary education learners. The Directorate of Education in the Region should organise workshops that can provide for all teachers in establishing forms of discipline and applicable procedures to cope with the disciplinary problems in schools.
2. Principals and teachers should establish a set of rules and regulations (code of conduct) for the school and ensure that they have been discussed and agreed on by all school stakeholders including learners.
3. The school management should establish a disciplinary committee to ensure that school rules are enforced constantly and obeyed. The disciplinary committee members should consist of the school principal, senior teaching staff members and representatives of the learner body (in case of a senior secondary school).
4. Learners with behaviour difficulties should not be judged but teachers must carefully listen and understand the grounds behind their lack of discipline and take appropriate action.
5. Teachers should be aware of learners' safety needs and provide a safe and predictable learning environment. All too often learners come from home conditions that are unstable and have single parents or are from an illiterate household that can control neither their children's lives nor their own. Teachers should help learners feel secure in school by having a schedule and adhering to it as much as possible.
6. Counsellors should search for the root cause of the misbehaviour and help problem learners in acquiring wanted skills to act properly. Teachers need to listen to learners' problems carefully in order to figure out how best they can guide them in their learning.
7. For overcrowding in classrooms, this study recommends that the number of learners in classrooms should be minimised to a reasonable number that teachers can handle to promote an efficient learning process, and eliminate ill-discipline.

8. The school management should help in the development of parental participation in all school programmes pertaining to foster better academic performance outcomes.

5.5 LIMITATIONS OF THE STUDY

According to Best and Kahn (2018), the term limitations refers to the conditions or circumstances beyond the control of the researcher, that may place restrictions on the conclusion of the study and their application other situations. It is therefore notable that limitations may ultimately end up adversely affecting the study outcomes or generalisation of the research. However, the researcher does not have direct control over the prevailing inevitable circumstances. This particular study was faced with a significant number of limitations. This part briefly gives a summary of the limitations of this study and describes how these limitations are qualified.

1. Due to insufficient financial resources the study was only carried out at two senior secondary schools of Zambezi region and not the whole of Zambezi region of the Republic of Namibia. However, the available funds were utilised proficiently to achieve the goals and objectives of the study.
2. Due to nature of data collection instruments: the study was limited to a total of 12 participants of whom seven were male while five were female; whose various years of teaching experience and necessary qualifications to teach in terms of the Namibian education system, yielded a profound research outcome.
3. Moreover, the individual and group research interviews were only limited to be conducted during participants' convenient working hours; and this benefited the researcher to schedule his research time plan by making prior consented arrangements with the participants with the participants (interviews).
4. Although the research findings cannot be generalised to the entire Zambezi region; these outcomes significantly serve as an indication of the chronic and rampant learners indiscipline challenges prevailing in the Zambezi region. Hence reflecting the much needed interventions to mitigate learner indiscipline.
5. In case a wider range of secondary schools within Zambezi region had been used, this could have helped in entailing a wider range of additional conclusions pertaining to learner indiscipline, and despite of these limitations the study was effectively conducted.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

The following topics are proposed for consideration:

1. As this was a small size research, a region-wide research on a larger scale is proposed. It is considered that such a research could more satisfactorily enlighten educationists, educational planners and teaching personnel about the discipline phenomenon.
2. Other researchers in the field of discipline replicate the research in other educational institutions. For instance, inquiries related to this one make use of more dated pattern of my method could be conducted in other constituencies of the region.
3. An inquiry in which an understanding of the word 'discipline' in a broader framework could be undertaken. The inquiry is essential for imparting knowledge involving everyone in education. It is also essential for the establishment of a disciplinary strategy in troubled institutions or any other setting which may need to develop its approach to discipline.
4. A study could be carried out on how teachers should improve relationship with learners that are constructed on human rights.
5. Because the study was conducted at two secondary schools in only one educational region, the findings cannot be generalised to other schools in the country. It is thus advised that a related study in the other educational regions in Namibia should be carried out. It is further advised that a study of this kind should also be conducted in various education settings, or instance at primary level, as primary schools constitute the basis of schooling by which a pupil is trained for secondary as well as higher institutions, respectively.

5.7 CONCLUSION

The overall findings indicated that the management of learner behaviour is a huge problem for teachers in the Zambezi region of Namibia, particularly schools in the study. In view of all the above, I therefore suggest that all recommendations made should receive attention to eradicate the problem of learner discipline which is a serious problem threatening our Namibian schools. Personally, as the researcher, I have gained much insight into how teachers manage learner disciplinary problem in

both urban and rural schools and the type of disciplinary problems that exists in such areas of study.

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APPENDIX A: ETHICAL CLEARANCE

APPENDIX A



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/05/13

Ref: **2020/05/13/35238267/11/AM**

Name: Mr. BM Mwilima

Student No.: 35238267

Dear Mr. BM Mwilima

Decision: Ethics Approval from
2020/05/13 to 2023/05/13

Researcher(s): Name: Mr. BM Mwilima
E-mail address: Zlwachley@gmail.com
Telephone: 0812041113

Supervisor(s): Name: Dr. S. S. Khumalo
E-mail address: Ekhumass@unisa.ac.za
Telephone: +27 12 429 6839

Title of research:

EXAMINING LEARNER INDISCIPLINE IN SELECTED SECONDARY SCHOOLS IN THE ZAMBEZI REGION IN NAMIBIA: A CASE STUDY

Qualification: MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/05/13 to 2023/05/13.

The low risk application was reviewed by the Ethics Review Committee on 2020/05/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:


1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 792 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: PERMISSION FROM ZAMBEZI REGIONAL COUNCIL TO CONDUCT RESEARCH


APPENDIX B



REPUBLIC OF NAMIBIA

ZAMBEZI REGIONAL COUNCIL

Directorate of Education, Arts and Culture



Tel: 066/261902/917	Ngoma Road	Private Bag 5006
Fax: 066/253187	Govt Building	Katima Mulilo, Namibia

Enquiries: *Gracious Matengu*
Reference No:

Att: Mr B M Mwilima
P.O. BOX 2021
NGWEZE
KATIMA MULILO

RE: PERMISSION TO VISIT SCHOOLS TO CARRY OUT RESEARCH ON LEARNER INDISCIPLINE IN THE ZAMBEZI EDUCATIONAL REGION OF NAMIBIA.

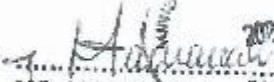
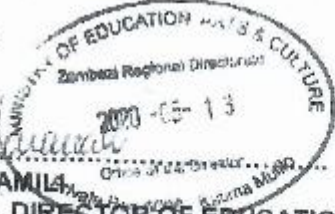
Your letter dated 08 May 2020 requesting for permission to carry out research in schools as per above has reference.

Permission is hereby granted to you to carry out the research as per your programme. However, be advised that such granted permission should not disrupt the normal teaching and learning activities at those schools you intend visiting. Principals of schools you intend visiting should be notified in advance.

By a copy of this letter the Inspectors of Education, Katima Mulilo Circuit and Cinchimani Circuit will be notified accordingly.

Counting on your understanding and cooperation in this regards.

Thank you,

MS JOY MAMILA
REGIONAL DIRECTOR OF EDUCATION, ARTS AND CULTURE

APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOLS

Mr.BM Mwilima
Private Bag 2035
Marietal
Namibia
18 April 2020

Attention: The Principal

Dear Sir/Madam

Re: request for permission to conduct research at your school

I Bollen Mwilima a master' degree student in the College of Education at the University of South Africa (UNISA). As part of my degree precondition, I am carrying out research on learner indiscipline in the Zambezi Region of Namibia. In this respect, I pray for permission to carry out research at your school. Please be enlightened that I have already requested and are waiting for the obligatory approval from the Zambezi Directorate of Education, Arts and Culture to conduct this exercise.

Title of the research: Examining learner indiscipline in selected secondary school in the Zambezi region in Namibia: A case study.

This study is aimed to examining learner indiscipline in selected secondary schools in the Zambezi Educational Region, particular in the Katima Mulilo circuit and Chichimani circuit one from each school, and will focus on examining and describing the nature of indiscipline, and how teacher perceive and manage discipline in their classrooms. The study will use semi-structured interviews with principals and teachers for focus group interviews, as well as documents review to produce information. Participants will be interviewed for approximately 30 to 40 minutes at their time afternoon hours and in areas convenient to them. Also the study is intended to analysis some documents pertaining to learner discipline, such as the minutes' book of the school where issues discipline are registered, school log books,

written notes and annual reports to parents, classroom policy and the general school policy.

Please learn about this:

There will be no financial assistance which participants may accrue as an outcome of their participation in this research study. Participants' identity will not be revealed under any conditions, during and after the documenting process. All the answers of the participants will be dealt with strict confidentiality. Pseudonyms will be used for your school and teachers' names, and any other identifying information will be charged to ensure the confidentiality of the research participants. Participation will be voluntary; therefore, one is free to withdraw at any time him or her so wish without exposing any negative or undesirable consequences or penalty on his or her role. The interviews will be voice-recorded to help the researcher in converging on the factual interviews rather than focusing on scribbling voluminous notes. You will be communicated with in about the interviews.

For more information on this exercise, please feel free to ring me using the mobile contact details:

Mr B M Mwilima (Student)

Supervisor: Dr SS Khumalo

081201113

+72 12 429 6839/+27846134257

I thank you in anticipation for your willingness to assist in this learning endeavours

Yours Sincerely

Bollen M Mwilima (35238267)

APPENDIX D: INFORMED CONSENT

Research Title: EXAMINING LEARNER INDISCIPLINE IN SELECTED SECONDARY SCHOOLS IN THE ZAMBEZI REGION IN NAMIBIA: A CASE STUDY

I Bollen Mwilima Mwilima, a master's degree student under the supervision Dr S S Khumalo Tel +27 12 429 6839 email: ekhumassaunisa.ac. At University of South Africa (UNISA), am involved in a piece of research on learner indiscipline in selected secondary schools. The purpose of this study is to examine and describe the nature of indiscipline, and how teachers in secondary schools perceive and manage discipline in their classrooms. For the exercise of this research all principals of two purposefully selected schools (for individual interviews), and five teachers (for focus group interviews) from each school will participate in the study. Therefore, you are invited to participate in this research study aimed at examining learner indiscipline in selected secondary schools in the Zambezi Educational Region.

I authenticate that I have described the subsequent elements of informed consent to the participants:

- There will be no financial assistance which participants may accrue as an outcome of their participation in this research study.
- Participants' identity will not be revealed under any conditions, during and after the documenting process.
- All the answers of the participants will be dealt with strict confidentiality.
- Pseudonyms will be used for schools and individuals' names, and any other identifying information will be changed to ensure the confidentiality of the research participants.
- Participation will be voluntary; therefore, one is free to withdraw at any time him or her so wish without exposing any negative or undesirable consequences or penalty on his or her role.
- The interviews will be voice-recorded to help the researcher in converging on the factual interviews rather than focusing on scribbling voluminous notes.

I, the participant in this study, have been informed on the subsequent critical subjects:

- I shall be given a copy of this informed consent form to keep.
- Participation in this exercise is voluntary.
- I am free to decline to participate in this research study or I can withdraw my participation at any time without a fine.
- The information collected from this research will be stored as confidential as credible. Participants' real names will not use in the outcome and all documents, transcripts and data will be kept in secure cabinet in the researcher's home, and no individual except the researcher will have access to them. Participants' names will not be utilized and any identifying personal information will be circumvented.
- Participant's signature below means that an individual agrees to participate in this research exercise.

Participants' signature

Date

Researcher's signature.....

Date

APPENDIX E: INTERVIEW SCHEDULE FOR PRINCIPALS

Q 1: Mr Principal, do I have your permission to tape record this interview?

Q 2: To start with I would like you to think about the word “discipline”, what does the word discipline mean in school?

Q 3: Which type of behaviour and attitudes in you school constitute learner ill-behaviour or indiscipline?

Q 4: What are the major causes of learner behaviour in your school?

Q 5: What are the disciplinary measures do you use to manage and maintain discipline in your school?

Q 6: What role does other stakeholders such as parents, disciplinary committee and teachers play in the maintenance of discipline in your school?

Q 7: What are the impacts of ill-behaviour or indiscipline?

Q 8: We are at the end of the interview, anything you would like to add?

Thank you very much Mr Principal for letting me interview you

APPENDIX F: INTERVIEW SCHEDULE FOR TEACHERS

Q 1: Dear teachers, do I have your permission to record this interview?

Q 2: To start with I would like you teachers to think about the word discipline. What does the word discipline mean?

Q 3: What type of behaviour and attitudes in your classrooms constitute learner ill-behaviour or indiscipline?

Q 4: What are the major causes of learner behaviour in your classrooms or at school?

Q 5: What are the disciplinary measures do you use to handle those learners with ill-behaviour or indiscipline?

Q 6: What are the results or influence of those measures?

Q 7: what are the impacts of learner ill-behaviour or indiscipline?

Q 8: We have come to the end of the interview now. Anything you would like to add?

Thank you very much for letting me interviews you!

APPENDIX G: DECLARATION OF PROFESSIONAL EDITING



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27 January 2021

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EXAMINING LEARNER INDISCIPLINE IN SELECTED SECONDARY SCHOOLS IN ZAMBEZI REGION IN

NAMIBIA: A CASE STUDY

By

MWILIMA BOLLEN MWILIMA

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

A handwritten signature in black ink, appearing to read 'J Baumgardt'.

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11 August 2021

To whom it may concern,

This is to certify that the manuscript for the Master in Education Management, titled: "Examining Learner Indiscipline in Selected Secondary Schools in The Zambezi Region in Namibia: A Case Study", to be submitted by Mr Bollen Mwilima to the University of South Africa (UNISA), Republic of South Africa, has been edited for language and proofreading by Linked Investments CC, under the Division of Author Services.

The Editor herewith certify that, either the research content nor the author's intentions were altered in any way during the editing process.

Linked Investments CC guarantees the quality of English language and proofreading in the stated manuscript, provided our Editor' suggested changes are accepted and further made to the document are checked by the author.

Yours faithfully,



Dr Lisho C. Mundia
Executive & Creative Director
Linked Investments Cc
Mobile Number: +264-81 127 8670
Email address: icmundia12@gmail.com
Email address: ourclients4us@gmail.com