

**VIEWS OF TEACHERS AND PARENTS REGARDING FACTORS THAT
CONTRIBUTE TO LEARNERS INDISCIPLINE IN SECONDARY SCHOOLS:
A CASE OF SELECTED SCHOOLS IN THE KHOMAS EDUCATION REGION**

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Abstract

The debate about the discipline problems among learners in secondary school has been discussed world wide. In Namibia, the issue of learner indiscipline in schools is a major concern to teachers, parents and the public at large. Several studies that have been conducted in this area in Namibia have not looked at the views of teachers and parents regarding factors that contribute to indiscipline in secondary schools. In the light of these observations, a research study was initiated to explore the views of teachers and parents regarding factors that cause indiscipline in secondary schools specifically in the Khomas Education Region.

In an attempt to understand the views of teachers and parents regarding factors that contribute to indiscipline among learners in schools, this study adopted choice (control) theory developed by Glasser (1986). This theory empowers learners to maintain self-discipline and take responsibilities for their own life.

The research design that was adopted in this study is based on qualitative approach due to the nature of this study. The target population of the study included all teachers and parents of the learners in secondary schools in the Khomas Education Region. A purposive sampling technique was used to select information rich respondents who have more experience and knowledge to provide reliable data. Fifteen teachers who were directly dealing with disciplinary issues and fifteen parents (school board members) per

school took part in this study. An interview schedule was used as the main research instrument and content analysis was used to analyse collected data. To ensure trustworthiness of the research instrument, a pilot study was undertaken before the actual data collection.

The contributing factors to indiscipline of learners identified in the study include lack of parental involvement in the education of their children, peer pressure among learners, home environment of learners, advancement in technology, lack of support from the Ministry of Education, unprepared teachers, human rights and inconsistency in applying rules.

Although the impact of indiscipline among learners is huge, the findings revealed that there is no discipline policy which specifically addresses misbehaviour of learners in secondary schools. Each school tend to deal with disciplinary problems the way the teachers find it best and it has been emerged from the findings of the study that teachers and parents lack skills on how to handle disciplinary problems.

The study also shows that discipline problems in secondary schools are worse than people outside can imagine. Teachers in schools are living in fear of their lives. The study has come up with recommendations based on the research findings that inform the policy makers, researchers and other stakeholders. Furthermore, the study suggested that there is an urgent need for the intervention from the Ministry of Education to develop

effective disciplinary policy for effective teaching to take place and for the teachers to maintain discipline in schools. The findings of the study suggested further research in different levels of education.

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Dedication

This thesis is dedicated to my parents, Erasmus Ngalandji and Johanna Aukongo who brought me up in an environment of hard work. They shaped my aspiration towards education and created opportunities for me to attend and finish school until at this point in my life. I also dedicate this thesis to my husband, John Upindi and my lovely children, Joyce Magano Upindi and Owen Upindi for the kindest support, encouragement, patience, love and care they always provided when the pressure of the studies got intense.

**I LOVE YOU ALL AND MAY THE LIVING GOD CONTINUE TO BLESS YOU
NOW AND FOREVER!!**

Declarations

I, Ndapewa Maila Upindi, hereby declare that this study is a true reflection of my own research and that this work or part thereof has not been submitted for a degree to any other institution of higher education.

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Ndapewa Maila Upindi

Date.....

List of Acronyms

NGO	-	Non-Governmental Organisation
MBESC	-	Ministry of Basic Education, Sport and Culture
MEC	-	Ministry of Education and Culture
MECYS	-	Ministry of Education, Culture, Youth and Sport
MIB	-	Ministry of Information and Broadcasting
NANTU	-	Namibian Teachers Union
NCES	-	National Centre for Educational Statistics
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
USA	-	United States of America
WISPHA	-	Windhoek Principals Schools Head Teachers Association

CHAPTER 1: INTRODUCTION

1.1 Orientation of the study

Education is a national priority of any country including Namibia. Performance of learners in schools is a major concern. The performance of both Grade 10 and 12 learners in the National examination is a topical issue in academic circles as well as in the Namibian civil society. The blame for the weak performance is shifted from teachers to learners and from learners to teachers. It is thought that lack of discipline among learners might be one of the causes of poor performance of learners in secondary schools. According to Laura McLeod-Katjirua, Governor of the Omaheke Region as quoted by Namibian Sun (2012), many of the schools in the region (Omaheke Region) have been performing poorly, mainly as a direct result of ill-discipline. The Governor of the Omaheke Region, Laura McLeod-Katjirua further stated that, “although the right to education is guaranteed in the Constitution, such right can however be revoked if abused to the detriment of others through ill-discipline and other forms of evils that hamper education” (Namibian Sun, 2012).

Prior to independence in 1990, discipline in the Namibian educational system was enforced through the use of corporal punishment. This was prescribed in the Government Gazette of South West Africa (1973) as Namibia was then called. The

disciplinary rules of that time made provision for corporal punishment to be administered by school principals or teachers on learners who had committed serious misconduct. This was practised both in primary and secondary schools.

The studies done in Namibia by Zimba and Otaala (1997) 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.

However, the situation changed after independence. In fact, the Constitution of the Republic of Namibia forbids physical torture. It states that “no person shall be subjected to torture or the cruel inhuman or degrading treatment or punishment” (Ministry of Information and Broadcasting, 1990, p. 70). The decision by parliament in the constitution was supported by Judge Justice Ismael Mohammed of the Namibian Supreme Court in April 1991, who ruled that corporal punishment inflicted on learners in Namibian schools was unlawful and constituted an invasion of their dignity and a violation of Article 8(2) (b) of the Namibian Constitution (Court Reporter, 1991). As a reaction the use of corporal punishment in Namibia came to an end, and discipline broke down in secondary schools.

Based on the Constitutional provision, Education Act no. 16 of 2001 prohibits the administration of corporal punishment in schools (Ministry of Education, 2001). It stipulates that-, a teacher (a) may not, in any form, abuse a learner (physically, emotionally or psychologically); and-, (b) may not administer corporal or any other degrading punishment upon learners. Consequently, Education Act regards Code of Conduct for Namibian schools as a guideline to be used in maintaining discipline in Namibian schools (MoE, 2001). However, the guideline does not stipulate what course of action should be taken against an indisciplined learner. Therefore teachers feel that there is no viable alternative to corporal punishment.

It is commonly held that the ruling of Justice Ismael Mohammed of abolishing corporal punishment has led to a rampant breakdown of discipline in Namibian schools (Zimba, Auala and Scott, 1997). Several cases of indiscipline including learners' alcohol abuse, vandalism, theft of school properties, verbal abuse, wielding of dangerous weapons on school premises, blatant violation of school rules and pilfering of school properties, undone homework, to mention but a few, have been the order of the school day (Rukambe, 2002; National Centre for Education Statistics, 2005).

However, the Code of Conduct for Namibian schools 1990 mentioned previously, states that every learner must have respect for a person's rights and properties of their fellow learners, teachers and schools. Therefore it was expected that learners should not disturb each other's learning. The Code of Conduct was in line with the consideration of article

8 found in the Constitution of Namibia which stipulates that (2.B) “No person shall be subjected to torture or cruel, inhuman or degrading treatment or punishment.” This was a great challenge to all stakeholders in education, because this required a change in their attitudes and behaviour. It is more likely that many learners have misinterpreted the rights and freedom of individuals and seen abolishment of corporal punishment as freedom to behave and act the way they want in the school environment without heeding their responsibilities towards the education system.

While Zimba, Auala and Scott (1997) found that the majority of parents reported that they were not informed about the breakdown in schools, they perceived overcrowded classrooms as one of the major causes of indiscipline in schools, and parents felt that they were not consulted adequately in working out ways of maintaining discipline in schools. Ministry of Education, Culture Youth and Sport (1993) states that one of the requirements for Education for all is that parents, teachers, unions, school boards and learners should be involved in maintaining conducive learning atmosphere. The document did not explain how they should be involved. In light of this situation, school principals and teachers specifically in the Khomas Education Region have found it difficult to effectively manage schools in the absence of explicit guidelines from the Ministry of Education on how to maintain discipline in schools (Windhoek Principals Schools Head Teachers Association, 2008). As a consequence of this, learner performance has been greatly affected and various incidents of decline in discipline

among learners in secondary schools in the Khomas Education Region have been observed (WISPHA, 2008).

Although schools do have rules and guidelines, the researcher has observed that learners do not take much notice of them. Thus, the trend is that the learners do as they please disregarding school rules and guidelines.

The above mentioned are only a few cases picked. Indeed, since 1991, incidents of indiscipline have been escalated according to reports from various education regions in Namibia. Despite these major disciplinary problems in secondary schools, a few efforts have been made to mitigate the situation; example Ministerial documents and policies like “Discipline from Within” and “Discipline with care”: Alternatives to Corporal punishment have been developed and distributed to schools.

In view of all these, the researcher is of the opinion that the situation of indiscipline amongst learners in secondary schools in the Khomas region is a cause for great concern. Secondary schools in the Khomas Education Region have experienced more indiscipline than primary schools. Incidents of learners walking out of the classes without permission, undone homework, violation of school rules, bunking classes, using of cell phones during lesson to mentioned but a few, have been observed (Centaurus High School, 2004; Namibia National Teachers Union, 2008; Windhoek Principals Schools Head Teacher’s Association Report, 2008). The growing incidents of

indiscipline prompted the researcher to conduct this research, as an effort to find ways on how to mitigate the identified causes of indiscipline in selected secondary schools in the Khomas Education Region. It is the scope of this study to identify the views of teachers and parents regarding factors that contribute to learners' indiscipline in secondary schools.

1.2 Statement of the problem

The issue of learner indiscipline in schools in Namibia is a major concern to teachers, parents and the public at large. It poses a great challenge to schools' management in Namibia. Several studies that have been undertaken in this area, including Zimba et al. (1998) and Garagae (2007) had not specifically looked at the views of teachers and parents regarding factors that contribute to indiscipline in secondary schools, specifically in the Khomas Education Region. Based on this gap in the available studies, this study was aimed to undertake an in depth investigation into factors that causes indiscipline in secondary schools in the Khomas Education Region, by soliciting views from teachers and parents in an effort to find ways in which the situation could be mitigated.

1.3 Research questions

The following questions were addressed:

1. What are the views of teachers and parents regarding causes of disciplinary problems encountered in secondary schools in the Khomas Education Region?
2. How do disciplinary problems affect teaching and learning in the selected secondary schools in the Khomas Education Region?
3. What role does the Ministry of Education play in creating legal frameworks for addressing causes disciplinary problems secondary schools?
4. What measures could be taken by school management to mitigate causes of indiscipline in secondary schools in the Khomas Education Region?

1.4 Significance of the Study

Since there was no study done in Namibia on views of parents and teachers regarding factors that contribute to indiscipline among learners in the Khomas Education region, it was therefore important to mention that the research findings of this study might help the Ministry of Education especially policy makers to identify causes of indiscipline among learners in secondary schools. In their endeavour to understand learner's indiscipline problems, the results of the study may also help the Ministry of Education and policy makers may review the existing code of conduct for learners and other relevant discipline policies.

Equally, the school management and parents might be guided by identified causes of indiscipline among learners and this may help and facilitate the installation of discipline among learners. Furthermore, the findings of this study might be valuable to teachers and parents to help learners to understand their responsibilities in terms of restoration of discipline among learners at schools.

1.5 Limitations of the Study

This study was faced with a number of limitations. This includes the following: due to lack of insufficient funds this study was only conducted in the Khomas Education Region and not country wide. The targeted respondents were not availed enough time for interviews due to commitments in terms of work and other activities.

In addition, many parents and teachers were not willing to divulge information on disciplinary problems of their children and rather provide inadequate information. Most school got only three school board members instead of more than five as stipulated in the Education Act of 2001. Therefore the researcher was unable to get five school board members as respondents at each school.

These possible limitations and the research ethical issues discussed in chapter 3, research methodology, if not carefully studied could have an effect on the results of this

study. To reduced uncertainties caused by these possible limitations, the purpose of this study was explained and clarity made during the data collection process and informed consent was granted from all respondents. Furthermore, permission to access the territory of research was granted from the concerned stakeholders before administering the research interviews.

1.6 Definitions of the terms

Terms may have different meaning in different contexts. In this study the following terms were used for the following meanings.

Adolescent: In this study denotes the process of growing from childhood to maturity.

Code of conduct: In this study refers to the belief in a universal bond of sharing that connects all humanity standard of behaviour agreed upon by different stakeholders to regulate the behaviour and sanctions of people of the Ministry of Education (Education Act, 2001, p.6).

Corporal punishment: In this study it refers to physical punishment or any form of punishment directed at the body (for example slapping, spanking, caning, hitting the learner with a ruler or any other object).

Disruption: In this study it refer to the act of breaking order and disturbing the normal operation of the activities of any organised setting Charlton and David (1997).

Misbehaviour: In this study it refers to any learner behaviour that interferes with teaching and learning.

Parental involvement: In this study denotes to the extent to which parents are involved in the education of their child. This can be measured by parents interest and commitment in visiting the child's school, assist with homework, attend parent's meeting, school open days and helping with school fund raising Squelch (1994).

Counselling: In this study refers to the way learners are provided with guidance and encouraged to take responsibilities for their own and peer's behaviour and learn to control themselves (Vergnani et al., 2010).

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter focuses on reviewing literature that is relevant to the study. According to Hart (1998), there are several reasons why literature review is being conducted. In this context of this study, the reasons for conducting thorough literature review are: 1) to ascertain the relevance of the topic in relation to the identified research problem, 2) to examine the theory which informs this study, 3) to identify the gaps and try to find ways on how to fill them ,4) to identify new ideas and approaches that will help in the process of developing the research study, and 6) to evaluate and complement the new findings with those already known. Both primary as well as secondary sources were reviewed. The primary sources reviewed include governmental and non- governmental publications, Journal articles and some newspapers. The secondary sources reviewed are published books. The literature review reflects on the major variables of the study.

2.2. Theoretical Framework

This study is based on the choice (control) theory developed by Glasser (1986). Glasser believes in fundamental human motivation which drives a person in a certain direction. This theory acknowledges the significant power of the need for motivating learners in

school through involving them in decision making about issues related to their discipline (Glasser, 1986).

Lawson (1991, p.2) is of the view that “choice theory principles may be applied in schools by giving learners more responsibilities, opportunities to exercise freedom, explore, argue, take risks and make decisions about the matters to which they can contribute towards improving discipline in schools”. This theory focuses on the issue of helping learners to develop personal responsibilities, thus shifting toward a higher level of internal locus of control and self-discipline. A view similar to that of Lawson (1991) is held by Galvin, Miller and Nash (2002, p.10) in their study on behaviour and discipline in schools and argue that educators employing the choice theory teach “learners to satisfy their needs in appropriate and effective methods which may help decrease disruptive and destructive behavioural choices, and may increase behavioural choices that effectively satisfy their needs.”

The control theory advocates that guidance and counselling that are some of the important tools in helping learners to develop self-discipline. The study done by Ndhlovu and Phiri (2009) found that most learners in Zambia agreed that guidance and counselling helped them in choosing their right behaviour. According to this theory, learners should be empowered to explore ways of achieving self-actualisation, self-confidence and self-enhancement to be able to engage in independent learning (Glasser, 1986).

On this basis, other researchers concur that a combination of motivating and counselling learners can be an appropriate strategy for working with difficult learners at school (Galvin et al., 2002). This theory assumes therefore, that learners can be empowered to maintain self-discipline and enable them to choose out of their own free will to do what they think is good for them.

Glasser cited by Passor, Moon, Wiest and Wong (2004) says that the choice theory has been found to be successful in reducing disciplinary problems and inappropriate behaviour in schools. Therefore, the researcher found this theory to be appropriate for the study, as Glasser (1986) suggests that learners have their forces within themselves, as opposed to external influences, to control their behaviour. In other words, this research used this theory because of its strengths in terms of preventive power. The theory also empowers learners to take responsibilities for their own actions.

The Ministry of Education (2010) seems to support the choice theory in the sense that it introduced Life Skills in schools as a subject whereby learners need to be provided with guidance which helps them to make good choices for good behaviour and for their own future life. Most of the Life Skills teachers are teacher-counsellors, who are tasked with providing counselling to learners who have personal problems (Vergnani, Flank, Haihambo Ya-Otto & Mushaandja, 2010). Through counselling, learners are encouraged to take responsibility of their own and peer's behaviour and learn to control themselves.

2.3. Conceptualising the concept discipline

Levin and Nolan (1998, p.20) define discipline in terms of learners' behaviour in the classroom, or "classroom decorum." The term "discipline" is derived from the Latin word "disco" and "discipline" which means "to learn" and "instruction, knowledge and learning communicated to the disciples or learners" respectively (Van Rensburg, Landman, Bodenstein, 1994, p.361). Gunter (1974, p.46) explains discipline as a pedagogic exercise of authority which emphasises on several occasions the basic and essential means of education at home and in school. In some disciplines it means counselling, controlling, guiding and directing towards the desired behaviour (Mwamwenda, 2004). In the opinion of Mabeba and Prinsloo (2000, p.29) the concept discipline can be defined as a "practice of imposing strict rules of behaviour on the people" and also as an "ability to work in a controlled manner".

In this context, discipline is applicable where there is no order, thus Zimba et al. (1997, p.2) use the word disruptive behaviour as a violation of school expectations and interfering with the orderly conduct of teaching and learning. In this study discipline will refer to what the teachers do to assist the learners to behave acceptably in classroom situations. When teachers teach this concept to learners they are educating them to behave in ways that are acceptable to the community and society at large.

By implication, misbehaviour is regarded as any learner behaviour which negatively interferes with the teaching and learning process. In Kelvin (1992) book, discipline in schools, argues that learner behaviour is disruptive when it seriously interferes with the activities of the teacher or of several learners for more than a brief time, interferes with the rights of others to learn and is psychologically or physically unsafe.

According to Mwamwenda (2004), discipline in schools is important because schools are social institutions which are aimed at developing responsible young learners. Porter (2000) shares the same opinion and argues that the school have two main goals, firstly to create an environment conducive to learning, and secondly to ensure the safety of learners and teachers. Failing to make schools safe and compatible for both teachers and learners could result in serious discipline problems.

Mwamwenda (2004) concurs with the same opinion of Charlton and David (1997) and argues that, to run a school properly a certain degree of discipline must be applied, because poor discipline in schools results in chaos and instability. Therefore, one could say without discipline the purpose of the school cannot be achieved effectively.

2.4 Views of teachers and parents on implications of indiscipline in schools

It is one of the most important requirements in the management of schools that schools need to be saved and discipline needs to be maintained. For successful teaching and learning to take place it is essential that good discipline exist in every classroom in particular and in the school as a whole in general. “Numerous studies show that good behaviour and academic success go hand in hand. When schools are characterised by proper conduct, regular attendance and respect for teachers, learners are more likely to learn effectively and get better grades (Bennet 1992, p.15). Teachers and parents have discussed the implications of indiscipline in schools. Kaleva (1998) points out the difficulties experienced by principals and teachers and that option for punishing learners to discourage inappropriate behaviour are removed from their repertoire of possible actions. Kaleva (1998) has long advocated that for the school to help learners become ethical people, as opposed to people who merely do what they are told, all stakeholders need to be involved in a process of seeking alternatives based on norms of the community as well as rational construct that works for the learners in each school. He goes on to argue that MoE did not give enough support especially in case of indiscipline learners. The above statement concedes to the arguments that, parents, teachers and even learners call for the reintroduction of corporal punishment because of learners’ misbehaviour (Zimba, et al., 1998).

Docking (2000), carried out a study on application of punishments in the United Kingdom and observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear. This idea was in agreement with Cotton (2000), who argued that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishment should not be used because no evidence suggested that they have produced better results academically, morally or that it improves school discipline.

In Namibia, it has been recognised that in addition to creating insecurity of a psychological and physical nature for teachers and learners, indiscipline in many schools inhibits the occurrence of optimal teaching and learning (Ministry of Education and Culture, 1992). In addition, Namibian secondary school teachers perceive learners' indiscipline as one of the most serious problems that deter effectiveness in the teaching and learning process (UNESCO, 2006). After independence Namibia stressed the need for participation of learners, teachers, parents and all stakeholders in maintaining discipline in schools (Ministry of Education, 1993). However, as mentioned earlier, discipline broke down in some secondary schools after independence. Mushaandja (2006) observed that learners 'indiscipline in some Namibian secondary schools has an adverse impact on teaching and learning.

Furthermore, Hope (1993, p.124) quotes the Minister of Education as saying “ ... indiscipline bordering on anarchy is slowly but surely creeping into many schools, the nation is doomed to backward, ignorance, economic stagnation and misery.”

Katzao (1998) shared the same opinion with Garagae (2007), where they concurred that, many parents question the effectiveness of schools in instilling discipline in learners and some feel that it is no longer safe to send their children to schools. The study done by Garagae (2007) argues that, teachers fear in secure and do not feel free to teach learners. Although it is the responsibility of teachers to maintain a culture of teaching and learning in school, teachers cannot do this if discipline and safety are not given due consideration in the schools environment. If learners misbehave teachers find it difficult to reprimand them. Experience is that, many questions will arise what will the teachers do if the learners use swear words? How will the teacher react if he/ she possess dangerous weapons? The situation became unbearable in the absence of a disciplinary policy in Namibia, and hence a need for this study. Evidence shows that, teachers ask for transfers and parents withdraw their children from one school to take them to other school (Fields, 2000).

On the other hand, Engelbrecht (2006) describes the importance of self-discipline and the fact that good behaviour of learners was essential for orderliness and progress and that learners' regular attendance of school was an example of good behaviour. He also added that if learners were often absent, they would fall behind in their school work.

The Official Newsletter of The Namibia National Teachers' Union (NANTU) (2008) considers the issue of indiscipline among learners and insufficient support from the Ministry of Education to be the root causes of perennially poor school results. An extract from the Newsletter say:

We foresee that the most crippling problems in our schools are lack of discipline, motivation among teachers and learners, lack of commitment by some of the teachers, improper monitoring and supportive mechanisms and insufficient teaching material at schools (p.3).

Through my experience, undisciplined learners are left in schools with no punishment on major offences which they have committed. Since the school administrator does not have any rights to expel the child, this regulation strips off the authority. This might pave the way for children and parents to be of the opinion that school administrators do not have authority over them and so cannot take final decisions. This might contribute to discipline problems.

In the same context, Zimba, et al. (1997) report that learners in all Namibian regions agreed that lessons are usually disrupted by undisciplined learners. Centarus High School Misconduct Report (2004) reveals that many teachers find it difficult to teach because learners disrupt classes so much and if parents are called, many of them do not come, and if teachers refer the cases to regional office it will take a long time for the cases to be solved.

In a similar view, Matsoga (2003) in his study on discipline in schools of Botswana, discovered the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism and unwillingness to do class work at home. It was observed that these were due to learners disrespecting the formulated school rules and regulations that could assist them guide their behaviour at school. However, this research concentrated on the views of parents and teachers regarding factors that contribute to indiscipline problems, which called for this study.

Despite these challenges, the Education Act (2001) of Namibia states clearly that a teacher must keep parents adequately and timeously informed about the well-being and progress of their children at school to be able to work together hand in hand. Therefore, it is expected from the parents to act as soon as they have been informed. Although it cannot be generalised to schools in the Khomas Education Region, the findings of these studies form a basis for understanding discipline problems in schools in Namibia in general. As Zimba, et al. (1998) shares the same opinion and argues that learners' indiscipline in Namibia has been observed as enormous as it makes teaching and learning virtually impossible.

To prove the point, since 1991, various incidents have been reported from the various educational regions of the country through media reports, parents and teachers calling in

to “Talk of the Nation,” a call-in programme on Namibian Broadcasting Corporation complaining about undisciplined learners in Namibian secondary schools.

In addition, Simunya (2010) highlights “More Strong Words from Iyambo,” and quoted the Minister of Education as saying:

The most worrying issues in education are that of learners’ indiscipline in schools. Learners are not attending classes. They disrupt classes and when they have homework they decide not to do it at all. Learners have no respect for teachers. Blame was also put on teachers who have negative attitudes, underperforming staff and incompetent principals who are not able to run their schools. Parents were also encouraged to play their part in educational development and to co-operate more with their teachers.

The statement from the Minister of Education (above) shows that discipline in the Namibian schools has deteriorated and effective engagement with various stakeholders to find ways on how to address the issues is needed. A view similar to that of the above statement from the Minister of Education in Namibia was held by Osher, Bear, Spraque and Doyle (2009) who carried a study on how can we improve school discipline, and argued that MoE work together with other ministries and all stakeholders can play their social support to make sure schools are safe and caring community are established. This is a different case in Namibia. Similarly, research conducted by Oduro (2007) also agreed with the idea and argued that indiscipline at secondary schools in Ghana has

deteriorated to an extent that it has become a great concern to school authorities. As a result, the findings of a study in Ghana revealed that due to discipline problems in schools, teachers perceive their teaching profession as more stressful than other professions due to disciplinary problems of learners in the classroom (Oduro, 2007). Although the debates make reference to other countries' education systems, it can be argued that the debates may be related to Namibian education.

Blandford (1998) cited the Elton Report (1989) in England mentioned that teachers need protection in schools because there is a growing concern about the manner of assaults on teachers by learners. In the same vein, Fields (2000) has sympathy with the Elton Report (1989) and argues that in some schools parents support their children in violent behaviour, for example where a parent comes to school to encourage bad behaviour.

To support the above statement, a recent incident happened in one of the secondary school in Windhoek (Windhoek Technical High school) in Khomas Education Region where parents assaulted the teacher in class because the teacher had punished the child. Parents took the law into their own hands and beat the teacher in the classroom. Since there are no policies or guidelines on learner's misconduct, the teacher reported the case to the police.

Centaurus High School Misconduct Report (2004) also supported the above statement and noted that parents are often summoned to schools to be informed about their

children's indiscipline. School disciplinary committees frequently meet to discuss disciplinary cases. Teachers often complain about indiscipline in the classrooms, including the disturbing noises, physical fights, late coming to class, verbal abuse, challenge to authority and walking out of the class without the permission of the teachers (WISPHA, 2008). Thus, teachers demand stricter rules or policies and better enforcement of rules and regulations in their schools.

An argument similar to WISPHA (2008) and Centaurus High School Misconduct Report (2004) was acknowledged by Blandford (1998) who commended that the recommendations by the Elton Report on teachers being assaulted by learners included counselling, time off and legal advice for teachers who are attacked by learners. This might be applicable to Namibia.

2.5. Perceived factors that cause indiscipline in schools

Levin and Nolan (1998) indicate that there are several studies which have been conducted so far on indiscipline of learners in secondary schools worldwide, which show that most learners tend to pose discipline problems either in school or at home, but not necessarily in both. Following the above, Chaplain (2003) mentions factors that contribute to learners' indiscipline that include the punishment system, environment, learners' responsibilities, teacher modelling and home school relationship. Findings similar to those made by Chaplain (2003) were held by Blandford (1998) who claimed

that some of the causes of indiscipline in schools are drug abuse, neglect and community and media violence. Eps Resources (undated) identified and classified reasons for learner misbehaviour into three broad categories that include classroom-related issues (unmotivated, unruly, inattentive), personal issues (anxiety, depression, eating disorders, attention deficit disorder, learning difficulties) and social issues (changes in society, the increase in family breakdown and the role of parents). This might be applicable to Namibia. In addition, Mwamwenda (2004) also shared the same idea that the causes of learner's indiscipline in the classroom may originate from various sources such as the teachers, learners, the curriculum and parents. He goes on to argue that, a particular learner's indiscipline may arise as a result of the ways in which they have been raised to behave, which may not be in conformity with the school expectations. It is also obvious that peer pressure plays a role in learners' misbehaviour in class (Mwamwenda, 2004). In the case of the curriculum offered, it might not be challenging, too difficult, not interesting or meaningless to learners.

Contributing to this debate, Charlton and David (1997) argue that some of the factors that contribute to indiscipline of learners might be located in families, for example marital tension and parental rejection. It is worth noting that, other related case studies conducted in two High schools at Kimbe and Biella in West New Britain Province in 2008, shared the same opinion and mentioned the other several factors that influencing classroom disruption include: teachers' attitudes and behaviour in the classroom, over-crowded classrooms, poor lesson preparation from the teachers, lack of teacher- learners

rapport, learners upbringing and cultural influences (Charles & Smith; 2001). Bennet (1992) add to this view by stating that a boring, lifeless or irrelevant lesson might cause learner to be frustrated and may lead to them acting disruptively during class. It was further stated that if teacher teaches without giving learners chance to participate in the lesson, out of boredom, some learners will then look for ways to entertain themselves at the expenses of the teachers. Thus, might be also related to the factors that contribute to discipline problems in Namibia.

The study by Charles and Smith (2001) also agreed to this idea and argued that, some other contributing factors were caused by learners who were expressive and socially outgoing, learners having little respect for authority, learners having little or no interest in school and by learners who were being influenced by their peers. Some of these factors alluded to the West New Britain Province case study might be relevant to the Namibian situation, hence it will be useful to compare them with the views of teachers and parents in context of this study. All the above mentioned factors are likely to cause frustrations and results in misbehaviour of learners in schools.

Interestingly, Ngandu, Ndhlovu and Phiri (2009) in their study on Impact of Guidance and Counselling Strives in High School Pupils, found that the causes of indiscipline among learners in high schools in Zambia included lack of parental. Porter (2000) also concurred with Ngandu et al. (2009) and argues that, many parents are reluctant to cooperate with schools, with the result that the schools have to handle all the disciplinary

problems. Blandford (1998) support this view by stating that if learners with behavioural problems realize that their parents and teachers are collaborating to manage difficulties, they experience more consistency and feel more contained.

Cotton (2001) also shared the same opinion with (Blandford, 1998; Ngandu et al., 2009; Porter, 2000) and argued that, parental involvement is needed since it improves components of learner's education such as daily attendance, cognitive and social skills or achievement, behaviour and attitudes, confidence and motivation.

According to study done by Van Wyk (2001) also agreed with this idea and mention some factors that contribute to indiscipline of learners related to teachers' guidance, peer pressure, teachers not coming to teach when they should, and lack of counselling services in some secondary schools. Although the debates above make reference to other countries, it might contribute to the factors that cause indiscipline in secondary schools in Namibia.

A number of researchers have indicated that academic achievement and learners' behaviour are influenced by the quality of the teacher – learners' relationship. This was collaborated by (Blandford, 1998; Chaplain et al., 2003; Van Wyk, 2001). These however, have resulted into a negative relationship between teachers and learners (Blandford, 1998) and to a larger extent, have negatively affected the teaching and learning in schools. In the same study, it was discovered that teacher's negative attitudes and the drifting – away of experienced teachers from the teaching profession

and being replaced by unskilled teachers has contributed to disciplinary problems in schools (Blandford, 1998; Charles; 1992).

The effective involvement of school management in disciplinary problems is also another matter of concern in schools. In Namibian context management does not have power in final decisions on major offences; person who got final say is the Permanent secretary (Education Act, 2001). Therefore, in the absence of effective disciplinary procedures in secondary schools, it might have negative effects on the management involvement.

It is also worth noting that in some cases when teacher's authority has been challenged, the management cadres are not giving the necessary support to consolidate the teacher's position in their efforts to discipline the undisciplined learners. Research has shown that the lack of support for teachers from school in some cases is attributed to the lack of managerial experience by some leaders/principals (WISPHA, 2008).

In addition some teachers claim that they have been excluded in matters of indiscipline in schools since in most cases it is only principals who are authorised to discipline learners. This has rendered teachers powerless (Garagae, 2007). In supporting for the foregoing statement Oosthuizen (2003) agreed with this idea and argued that, teachers are not only held responsibility for the learners that are entrusted to them due to their *in loco parentis* roles, they also have the authority vested in them to create a sound

disciplinary environment that conducive to teaching and learning which might be a different case in Namibia.

Pamela, Johnstone, Margaret and Munn (2005) argue that the central problems of disruption could be reduced by helping teachers to become effective classroom managers. In-service initial teacher training should be done with the focus on motivating and managing learners because teachers very often get into classroom situations lacking relevant strategies to handle behavioural problems (Mabebo and Prinsloo, 2000). Furthermore, apart from providing pre-service and in- service training for teachers National Centre for Education Statistics NCES (2005) indicates that in the United States of America, classroom control begins with the States' Constitution and State Codes which make provision for undisciplined learners to be sent to court if they misbehave at schools. Teachers in that country have the power and authority to maintain and control the classrooms and takes decisive actions against disruptive learners, unlike in Namibia.

Furthermore, the report Indicators of School Crime and Safety (2005) reveals that stronger discipline is needed at home and teachers also need to be given more rights and much more power to take decisive actions against disruptive learners, so that teachers can teach and the overwhelming majority of learners can learn. Parental factors have also contributed to disciplinary problems in schools. Garagae (2007) indicates that some parents have allowed their children to watch any TV program without censorship as a result some children experiment with what they have watched.

In addition, parents should be made more accountable for the behaviour of their children. The researcher agrees with various literatures reviewed, Charlton and David (1997) that the possibility exists that parents are not well informed about the policies or are unaware of how their children behave at school. In the absence of that, thus might have a negative effects on indiscipline of learners. As a result a parental involvement pivotal to the maintenance of discipline in schools is needed particularly in Namibia.

2.6. Measures to mitigate indiscipline in schools

Various literature Miller and Nash (1999), Pamela, Johnstone, Magret and Munn (2005) agree that counselling can be an appropriate strategy for working with difficult learners and schools are advised to have at least one member of staff with training in counselling learners to provide support in whatever way is needed. Apart from counselling services research conducted by Oduro (2007) and National Centre for Education Statistics (2005) reveal that parents need to realise their responsibilities towards their children, teach them desirable conduct and then schools can have improved discipline.

Hinds, Kishchuk, Gonsalves and Richardson (2006) highlight that stakeholders felt that society and the school system do not realize the importance of early corrections, lack of religious ethics and guidance. Teenagers' parents are unable to pass on family values. If all these are considered, then indiscipline among learners will be mitigated.

In the same sentiment, Garagae (2007) reveals that parents are called to make sure that children learn humane in the home, at school, in the community and in the home place. Based on the above point, generally parents are expected to correct or discipline their children, since discipline starts at home.

According to Galvin et al. (1999) parents should receive information about policies and be invited to make suggestions regarding school safety. In supporting of the foregoing argument Charlton and David (1997) concurs with the opinion of Galvin et al. (1999) and claimed, that a school home – community group that meets regularly to discuss problems they could help in mitigating discipline problems in schools.

Following from the above, Shannon and McCall (2000) have cited the work of Barth (1979) and Atkenson & Forehad (1979) support that programs to involve parents in reinforcing behavioural message can reduce the number of problems. However it was further argued that to involve parents on these ways, parents' views and perceptions about indiscipline need to be informed. The question that arises is whether in Namibia, specifically in the Khomas Education Region, if such opportunities exist where parents are fully engaged in addressing discipline problems experienced in schools.

As Katzao (2002) has observed, maintenance of order and discipline in school should be the responsibility of all stakeholders who are determined to promote learning and achievement. Furthermore, it was noted that discipline should not only be enforced by

teachers, parents, administrators and other stakeholders in education but it should come from within (Katzao, 2002).

Furthermore, Mwamwenda (2004) contributes to the debate and argues that to run a school properly a certain degree of discipline must be applied, because poor discipline in school results in chaos and instability. In the same vein, Zimba et al. (1998) found that in Namibia the majority of parents were not informed about the breakdown of discipline at their children's schools and were not asked to help schools work out ways of maintaining discipline.

This implies that there might be a lack of consultation between schools and the community as far as learner's discipline problems are concerned. According to Blandford (1998) and Charlton et al. (1997) both concurred and share the same view and argue that the most effective schools were those with the best relationship with parents, good channels of communication about learners' discipline, and school policies and procedures pertaining to discipline.

Evidently if teachers and staff members communicate constantly with parents, there is less chance for learners to misbehave (Chaplain, 2003). Moreover, learners should be encouraged to take more responsibilities for their own behaviour and to control their peers' behaviour (Chaplain, 2003).

Interestingly, Mwamwenda (2004) and Levin and Nolan (1998) are of the view that academic achievement and appropriate behaviour are mostly likely to occur in schools when a learner's home environment has met her or his psychological, safety and belonging needs. It was noted that this enables the learner to begin to work on meeting the needs of esteem and self-actualisation both at home and at school.

According to Levin and Nolan (1998) argues that failure to address learners' needs, breakdown of family processes, relationship and poverty contribute to children's antisocial behaviours. This however, was reported by Ngandu et al. (2009) that this has a negative effect in the teaching and learning in schools especially if school authorities do not apply stiffer punishment and apply stricter rules to offenders.

2.7. Legal Framework/policies

After independence, the Ministry of Education introduced some policies like Code of Conduct for Namibian Schools (1992) to be used in maintaining discipline in schools. The Code of Conduct for Namibia Schools was supported by the Education Act, No. 16 of 2001 and Article 8 of the Namibian Constitution which stipulates that "No person shall be subjected to torture or cruel, inhuman or degrading treatment or punishment." In its policy document, "Toward Education for all", the Ministry of Education and Culture (1993) states that it is one of the requirements that parents, teachers, unions, schools boards and learners should be involved in maintaining a conducive learning atmosphere.

Blandford (1998) and Charles et al. (2001) support this view by stating that all stakeholders (parents, learners and teachers) should have to take part in formulating school rules. Thus, might be a different case in Namibia.

As a guideline, the Ministry of Education in 1992 introduced booklets called “Discipline from Within: Alternatives to Corporal Punishment part 1 and 2” to be used in schools (Ministry of Education, 1992). This was intended to be used as guidelines on how teachers should manage the schools without using corporal punishment. Even though the documents did not explain in detail what should be done in cases where the learners misbehave and how stakeholders should be involved in enforcing discipline in schools, the Ministry of Education enforced this policy to be implemented in all schools in Namibia.

The escalation of discipline problems in schools prompted the Khomas Education Region to issue a Regional Circular No. 3 of 2010 (MoE, 2010) that acknowledged indiscipline in secondary schools in the Khomas Education Region as a burning issue that needed urgent attention. Despite the acknowledgement of the existence of discipline problems in schools, the Khomas Education Region issued the circular with no suggestions or practical solutions given to deal with the issues.

An incident to support the above statement was observed in The Namibian (2008). A school boy at Swakopmund High school (one of the school in the Kunene Erongo

Education Region in Namibia) slapped a teacher in the classroom. Without any tangible discipline policy that simplified guidelines on the next course of action there was nothing the school could refer to. As the authority supposed to take action they needed to refer to a specific policy. However, Blandford (1998) add to this view by stating that school without an effective discipline policy that encompasses strategies and mechanisms that are available to all members of the school community cannot function as a centre for teaching and learning.

Evidently, the policy available in the MOE is the guidelines on handling of staff / teachers misconduct cases and disciplinary processes issued by Khomas Regional Council (2011) with procedures to be followed especially in cases when a teacher uses corporal punishment on learners. Another policy available is the policy on cases where teachers impregnate the learners. Here clear procedures are well stated.

Although it is a fact that in Namibia a specific policy on learner's misconduct is not available, it is a different case in the U.S, as mentioned elsewhere in this paper, where there is a policy on discipline. Undisciplined learners will be taken to court in cases where they have committed offences, and where the judges will preside over such cases.

Similarly, Shannon and McCall (2000) reveal that apart from a school discipline policy, schools are using a Zero Tolerance Policy, where learners get different sanctions. For example, sending learners to challenging programs such as boot camp and automatic

suspension in cases of serious offenses are some of the sanctions that help to mitigate factors contributing to lack of discipline. It was further reported that Zero Tolerance Policy improved school discipline in most countries. In British Columbia, the Auditor – General (2000) reported that appropriate students codes of conduct had been developed by all schools and school districts. It was further revealed that in Columbia students needed to report their cases while school staff needed to consistently follow up to make sure that codes were enforced (Shannon and McCall, 2000). Based on an incident mentioned in the press (The Namibian, 2008), on the previous paragraph, it was further reported that teachers were concerned about their safety and felt that an effective policy on indiscipline learners is needed and stricter measures need to be taken against offenders, otherwise their lives were in danger.

Given shortcoming in the absence of a discipline policy, many parents, politicians as well as teachers in Namibian schools are on record requesting the government or the Ministry of Education in particular, to change the education policy on discipline and to implement stricter measures to mitigate disciplinary problems in secondary schools in Namibia.

The Official Ministerial document, Discipline from within (Ministry of Education, Culture, Youth and Sport, 1992) that was prepared with the aim of ameliorating indiscipline in Namibian schools, suggest the involvement of parents, teachers, learners and other stakeholders in discussing and resolving cases of indiscipline. However, there

is no evidence that this document was implemented in the Namibian Education system. What is evident is that discipline problems in schools in Namibia have increased since independence (Zimba et al., 1997).

2.8. Summary

Chapter 2 reviewed relevant of literature. It focused on the theories and factors that contribute to learner's indiscipline in secondary schools and identified some ideas and alternatives or approaches that would help to find strategies to overcome discipline problems in schools in Namibia. The study informed by choice (control) theory developed by Glasser (1986), which focuses to develop personal responsibilities and empower learners to take responsibilities for their own life, maintain self-discipline and learn self-control. The chapter also examined previous case-studies on disciplinary problems experienced in secondary schools in different countries and globally and analysed research into how these processes can inform future policy makers about the nature and depth of information that is needed in order to mitigate the identified challenges and causes of indiscipline in the Khomas Education Region. Chapter 3 deals with research methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods and procedures that were used to collect data. Furthermore, it describes the research design, population, sample and the sampling techniques, the research instruments, data collecting procedures and data analysis that were used. It also further elaborates on the results of the pilot study and ethical considerations that were followed as guiding principles during the conduct of the research investigation.

3.2 The Research design

MacMillan and Schumacher (2001) use the term research design in referring to the plan and structure of the investigation used to obtain evidence in answering the research questions. In this qualitative study, a case study design was adopted. The case study design approach was appropriate for this study because it allowed the researcher to conduct an in-depth investigation of the topic under study taking into consideration the social context (Creswell, 2003).

In the same vein Patton (2002, p.175) argues the advantage of qualitative research is that it “involves broadly stated questions about human experiences and realities, studies through sustained contact with people in their natural environment, generating rich, descriptive data that help us to understand their experiences and attitudes”.

In this context qualitative approach was used to better understand teachers’ and parents’ views regarding disciplinary problems in secondary schools in the Khomas Educational Region. As Creswell (2003) and De Vos, Strydom, Fouche’ & Delpont (2005) point out that very little is well known about this phenomenon, hence no study has been investigated in-depth and how the could be addressed particularly in the Khomas Education Region.

In this particular study, qualitative approach allowed parents and teachers to present their views and experiences about issues of indiscipline among learners at secondary schools in the Khomas Education Region. Firestone (1987) concludes that the interpret approach holds the view that “reality is socially constructed through individual or collective definition of reality” (p. 16). Furthermore, by adopting the qualitative approach, the researcher attempted to understand the subjective reality from the perspective of an insider as opposed to the outsider’s perspective that is predominant in the quantitative approach (Creswell, 2005; De Vos, Strydom, Ouche & Delpont, 2005). In the case of this study, the researcher attempted to understand the subjective views of teachers and parents regarding factors that contribute to learners’ indiscipline in secondary schools. “Qualitative research offers opportunity for conducting exploratory

and descriptive research that uses the context and setting to search for deeper understanding of the person(s) being studied” (Best and Kahn, 2006.p.247).

Best and Khan (2006) further narrates that qualitative research uses different forms and methods of data collection from those used in traditional non- qualitative research methods, which implies that the researcher plays a more central role in the elucidation and interpretation of the behaviours observed. Furthermore, in a qualitative research approach, the researcher has some ideas about the problem design but is open to change as data is collected and analysed. Hence, the qualitative approach permits the researcher to make relevant corrections to adjust to new information and discoveries (Best and Kahn, 2006, p. 251).

3.3 Population

According to Best and Kahn (2006, p.13), “... a population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher”. The target population for this study consisted of all teachers and parents of learners in secondary schools in the Khomas Education Region.

3.4 Sampling and sample size

Purposive sampling technique involves the use of the researcher's experience and knowledge of the group under studies (Gay, Mills and Airasian, 2009). Therefore, the purposive sampling technique was used to select information rich respondents (teachers and parents) who participated in the study (Gay, Mills and Airasian, 2009). The information they provided was rich and could be studied in greater depth (Patton, 2002).

The existing list of the secondary schools which experience discipline problems in the Khomas Education Region was obtained from Khomas Education Regional office. The top three (3) secondary schools which experienced most discipline problems were selected. Using purposive sampling, five teachers from each of the three schools who were directly dealing with disciplinary issues and who served in the School Disciplinary Committee were selected to participate in the study. Therefore, these teachers were valuable sources of information.

Apart from the teachers, there were five parents/guardians (from each of the three schools) who took part in the study. Five parents per school were made of the School Boards. These respondents (teachers and parents) were well informed about discipline problems of the school since they were more involved in mitigating these issues on a daily basis.

School principals by virtue of being managers of their schools were also selected to participate in the study. Thus, the sample comprised of five teachers and five parents from each of the three secondary schools in the Khomas Education Region. In terms of gender distribution there were more male respondents (especially from the teachers' side) than females respondents. Ten of the teachers were male and five were female respondents. This might be different from the observable phenomenon and fact that there are more female teachers in profession than male (Leu, DeJaeghere, Chapman & Mulkeen, 2007).

3.5 Research instruments

Due to the nature of the study which was qualitative, a semi-structured interview schedule guide was used to collect data. Semi structured interviews were considered appropriate since it allowed the researcher to employ open-ended questions and also probe on and explore respondents' experience and understanding of issues pertaining to disciplinary problems in their respective secondary schools (De Vos et al., 2005).

In order to collect relevant information, a set of interview questions (i.e. interview schedule for parents and teachers) were prepared and administered by the researcher to each of the respondents. A standardised open-ended interview was used to get information on the experiences, knowledge, feelings, opinions and views on learner's indiscipline in the Khomas Education Region (Johnson and Christensen, 2004).

The data collected during the interview was tape recorded for willing respondents. The questions were written out, and interviewer read the questions verbatim and in the same order to all interviewees. The purpose was to ensure that all respondents answered the same set of questions in the same order and sequence to avoid interviewer bias.

3.6 Pilot study

A pilot study was conducted by the researcher in one of the secondary schools in the Khomas Education Region which was not part of the actual sample. The reason for the pilot test was to find out whether the interview questions were soliciting desired data. In addition, it was useful to find out whether the type of data could be meaningfully analysed in relation to the research questions.

According to Robson (1993, p.164-65), there are three major reasons why it is important to conduct a pilot study before the actual research is carried - out. Robson (1993) points out that a pilot study is administered to establish whether there is: 1) any ambiguities in the research items; 2) to confirm the trustworthiness of the instruments of data collection; and, 3) to determine the exact data required in relation to the stated research questions.

It was against this background that a pilot study was conducted in one of the secondary school before the actual data collection process. The pilot study was conducted in the

same manner as outlined in the data collection procedures. The purpose of the study was explained to the respondents and informed consent was gained from respondents.

To ensure the validity and reliability of the instrument, the interview questions were given to the researcher's supervisors who made changes and corrections which were included in the final instruments. In addition, the researcher also gave the respondents a chance to comments on the study and listen to their views. In this way, the researcher attempted to increase the reliability of the study.

3.7 Results of the pilot study

The results of the pilot study indicated that the research instruments (interview schedules) were valid for the study and that the majority of the items were understood by the respondents. The pilot study revealed that there was a need to revise some parts of the instruments.

There was a minor change to the research instruments, for example the interview question 1 in section A. Initially question one in the interview guide started from the age of 25. But because one respondent was 24 years old, there was a need to rephrase the question so that the respondent whose age less than 24 would be included.

Administering the instruments during the pilot study was necessary because it gave the researcher an opportunity to evaluate the type of responses given and revise and adjust questions in the implementation of the data collection phase of the proposed research study. In addition, pilot study was time consuming. For example, securing appointments with parents it was very difficult to get them, due to the nature of their schedules and engagements. Because of this, the researcher tried several times to make other appointments which suited them.

3.8 Data Collection procedures

Before the interviews were conducted and the semi-structured questions were administered to the respondents, the researcher requested permission from the Director of Education in the Khomas Region, as well as the principals of the secondary schools that were included in the study. After pilot testing and revision of the research instruments, personal interviews were administered among parents and teachers in selected secondary schools in the Khomas Education Region.

The researcher explained to the respondents how interviews would be conducted. Interviews were conducted on the days that were convenient for the respondents. Furthermore, informed consent was gained from the respondents before personal interviews were conducted. The advantage of using personal interview is that detailed qualitative and descriptive information can be collected, and that there is high response

rate with high degree of reliability and accuracy (Alreck and Settle, 1995). Personal interview were considered most suitable for parents and teachers because detailed information could be collected from the respondents. The researcher read questions to the respondents and responses were written down verbatim and were tape recorded.

3.9 Data Analysis

In response to the questions outlined in Chapter 1, a number of data analyses were undertaken in the form of descriptive statistics, frequencies and percentages to determine the distribution of values (age, gender, and position at school, level of qualification and years of serving). The data collected through interviews were analysed using content analysis since it was a qualitative study. This process enabled the researcher to organise data into themes and categories from which meaning of participants' views regarding discipline problems in the selected secondary schools in the Khomas Education Region was determined.

According to Best and Kahn (2006, p.270) data analysis is a process that entails three sequential stages. The first step involves organising/ or collation of information into a database. Once the data has been organised, the researcher moves to the second step which involves synthesis, evaluation and integration of data. The final and most crucial phase is interpretation in the form of drawing deductions and conclusions where the

researcher explained the findings, attached significance to particular results and placed patterns into an analytic frame work.

3.10 Research Ethics

The issue of the ethics of practice in research have been widely discussed (Gay, Mills and Airasian, 2009). Likando as cited by Jarvis (1997) argues for the universal good of respecting persons as an overriding moral principle that should guide all educational practice including research. After gaining access to the territory of research, the researcher explained the purpose of the study to the respondents. Respondents were assured that the information obtained from them was not used for any other purpose except for understanding the teachers' and parents' views regarding factors that contribute to learners' indiscipline in secondary schools in the Khomas Education Region. Respondents were assured that their identity would not be exposed in the report or else.

The researcher informed the respondents about the study and obtained informed consent to ensure that participation in the research was voluntary. All research respondents were informed that they had the right to remain anonymous and confidentiality of both the respondents and the data would be protected at all times (Johnson and Christensen, 2004).

In both interview schedules for (parents and teachers) instructions were clearly outlined and explained to the respondents before interviews were conducted. Instead, results of the study were reported as a group and not as individual.

3.11 Summary

This chapter provided a description of the research designs (qualitative approach), population, and sample of the study, sampling techniques, and instrument used in this study. It is also outlined the strategies and methods that were found appropriate in the collection and analysis of data. This chapter further defined the purpose for conducting a pilot study with the aim of test trustworthiness of the instrument used in the interview schedule. Most importantly, the pilot study was successfully conducted before the actual data collection process. Despite minor changed made to items in the interview schedule, the result of the pilot study revealed that the instruments were valid for this study. This chapter further indicated the ethical considerations that were taken into account when conducting this investigation. The next chapter presents the results of the study.

CHAPTER 4: PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of the findings from the respondents. The basic idea is to demonstrate the respondents (parents and teachers') views and discussion of interesting issues and comments emerged from standardised open-ended questions of the interview schedule regarding the factors that contribute to learners' indiscipline in secondary schools in the Khomas Education Region. The results are presented according to the questions given in Chapter 1. Apart from providing possible implications for the factors that contribute to learners' indiscipline in secondary schools, it also provides a summary of the results and findings of the study, setting the context for Chapter 5 which draws the conclusion and recommendations.

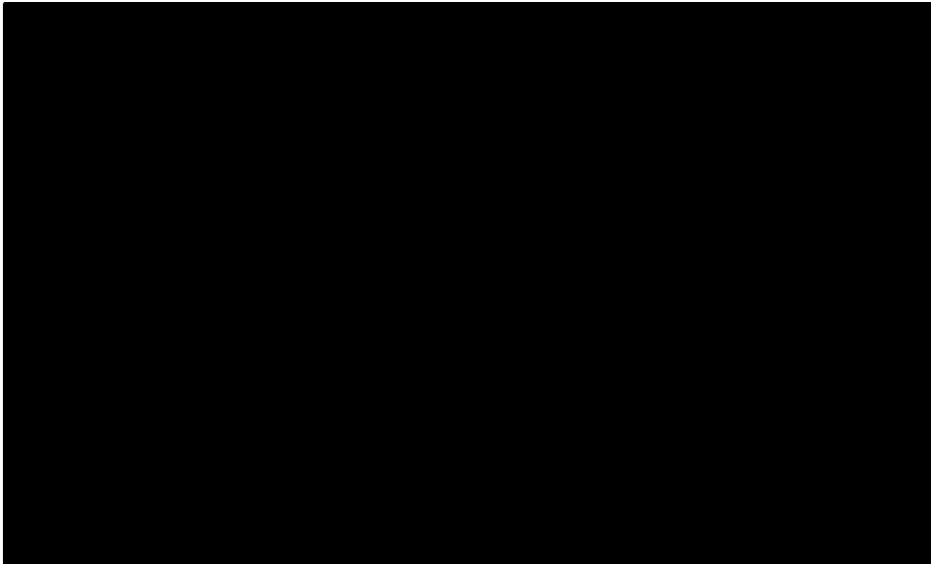
4.2 Presentation of the results

4.2.1 Respondents' profile

This section presents and discusses biographical information of the respondents. The data obtained from the respondents in this section was coded, analysed, interpreted and presented using frequency tables, graphs and charts.

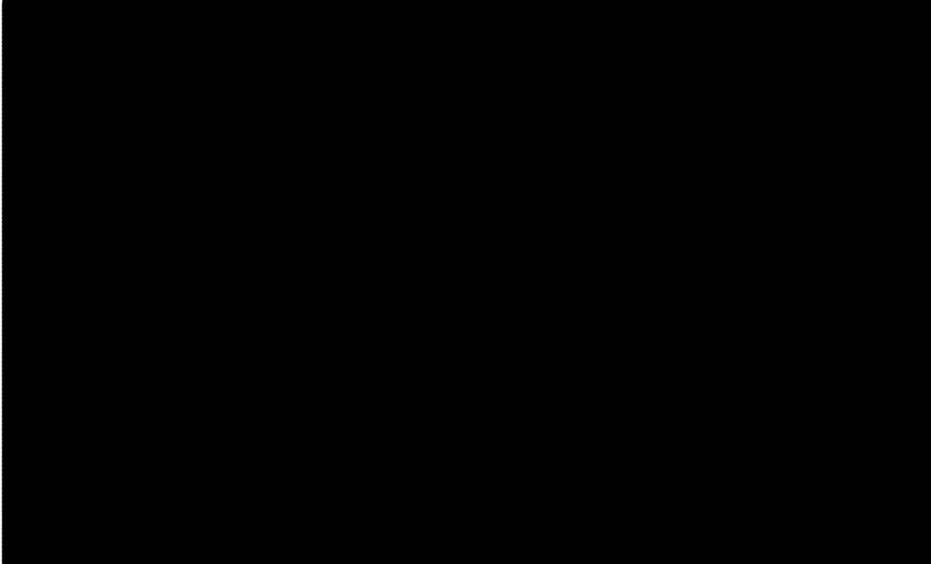
4.3.1.2 Analysis according to age and gender

Figure 4.1 Gender of respondents



Gender composition of respondents showed that the majority (60%) of respondents were males while 40% were females.

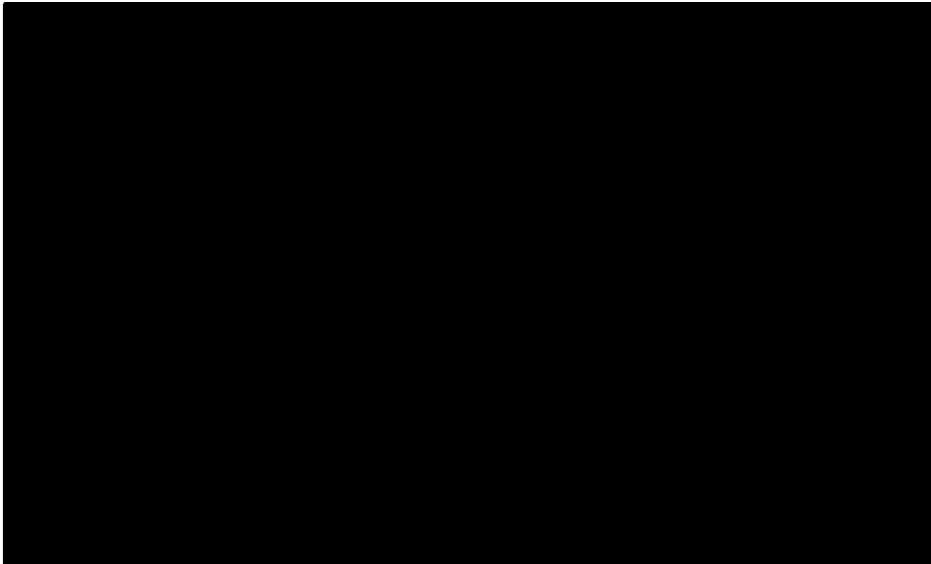
Figure 4.2 Age of respondents



The age range of respondents varies between 24 and 60 as shown in Figure 4.2. Results reflects that most (48%) of the respondents interviewed were below 41 years of age, the remaining respondents were either 41years old or above.

4. 3.1.3 Analysis according to position and gender

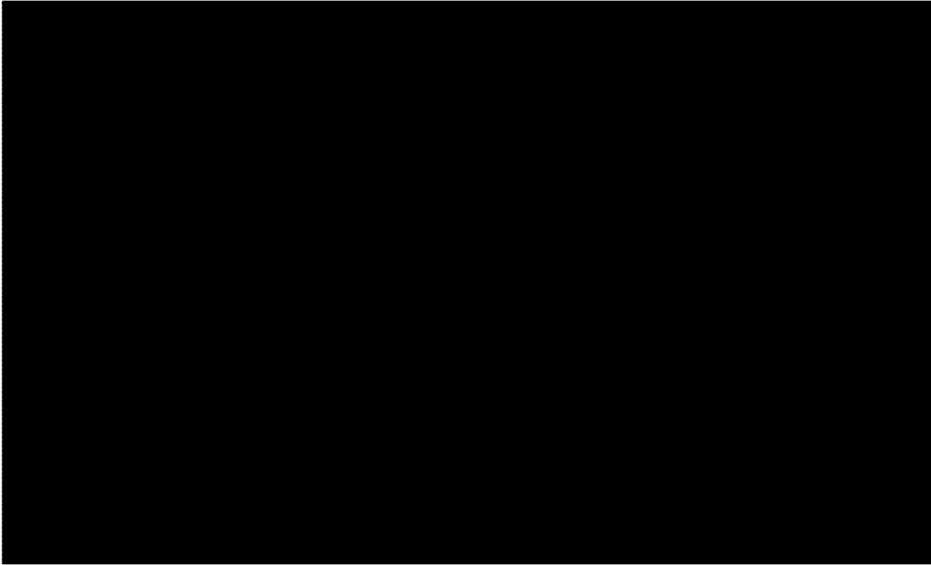
Figure 4.3: Respondents by position and gender



The data above shows that the majority (60%) of respondents were male serving as school board members and disciplinary committee members while female members were slightly fewer (40%). The implication of the situation is that gender balance in school boards is an issue that need consideration in the composition of school board members, to all women to equally serve in high level of authority at school level because they are the ones who make decisions regarding discipline of learners in schools.

4.3.1.4 Analysis according to qualifications

Figure 4.4: Respondents' highest qualifications



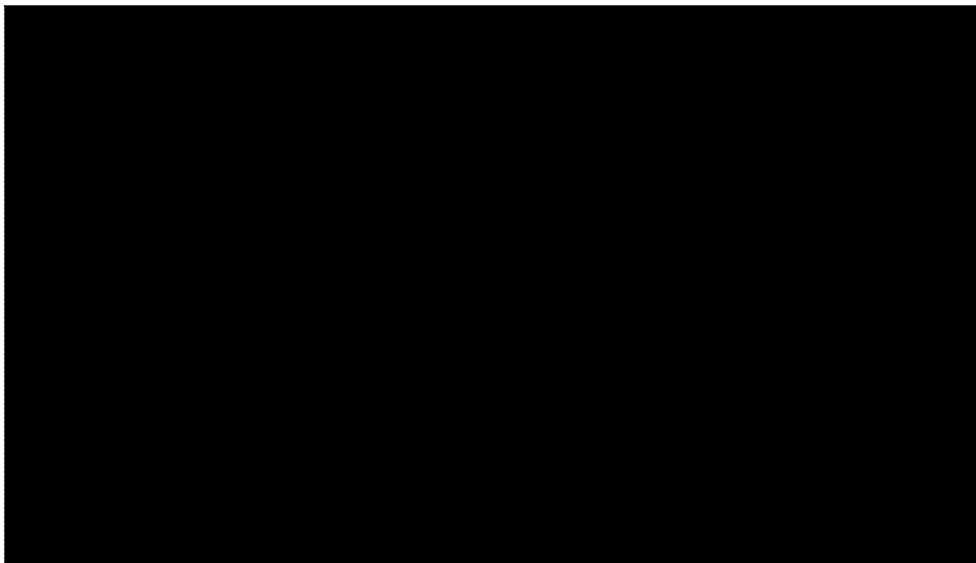
Level of qualifications (in the area of educational management) helps to relate to the levels of respondents understanding when it comes to the issues of helping teachers in handling disciplinary problems in schools. Results show that the majority of the respondents (68%) possess degree qualifications. About (28%) of the respondents have accomplished diploma at tertiary level. Four (4%) percentage of the respondents have attained educational level up to secondary school.

It was expected that with this level of education, one is expected to have knowledge and skills on how to handle disciplinary problems among learners and assist learners on how to behave in acceptable manners at secondary school since most of the respondents are

highly qualified. Respondents were expected to give necessary advice to teachers on how to mitigate disciplinary problems at schools. It is assumed that respondents with degree, diploma or certificate are capable to give leadership on issues related to disciplinary problems. However, some qualifications are in other areas other than educational management. Therefore, the assumption may be incorrect.

4.3.1.5 Analysis according to years of experience serving in school board

Figure 4.5: Respondents by years of experience as board members



The results reveal that 60% of respondents have been serving in the school board for a period of 2 - 4 years while 20% served for more than 5-7 years. Furthermore, 20% of the respondents served for more than 7 years. The results also show that most respondents

who served two terms as board members and gained adequate experiences. According to the Ministry of Education (2004), school board members can be elected to serve for a term of three years. The school board members can be re-elected two consecutive terms. Therefore, the respondents were expected to have experience on how to assist in handling and giving advice on how to mitigate disciplinary problems in secondary schools. Although the Ministry of Education makes provision for the members to serve for three terms, findings show that school board members still did not gain adequate knowledge nor were they well equipped on how to assist in mitigating disciplinary problems among learners. It was still evident that the discipline problems at schools were not reduced. Instead, the situation deteriorated. One of the teachers said, “Indiscipline of learners in secondary schools in the Khomas Education Region is worsening everyday”.

4.3.1.6 Analysis according to respondents’ (parents and teachers) views on disciplinary problems

Respondents were further asked to give their views and identify types of indiscipline experienced at their schools. The most common disciplinary problems experienced and cited by the respondents were learners being disrespectful to teachers, succumbing to peer pressure, homework not done, absenteeism, disrupting classes (e.g. usage of cell phones in classes) and bunking classes. These were some of the most cited discipline problems experienced in secondary schools of the Khomas Education Region. These

findings from the parents and teachers regarding the most common disciplinary problems identified are supported by Matsoga (2003); Centaurus High School Misconduct (2004); WISPHA (2008) and Simunya (2010).

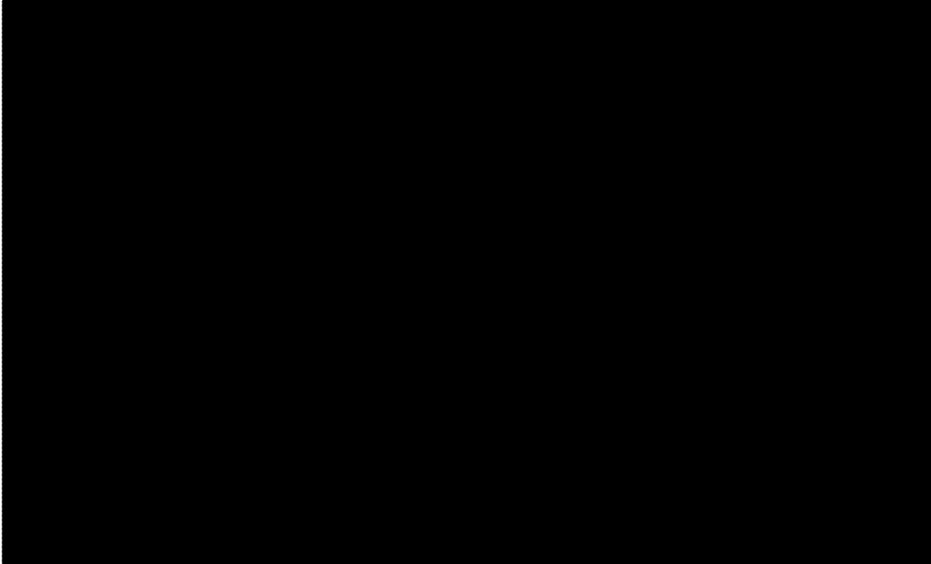
However, the results further indicated problems that include attention seeking, sexual related problems, violent behaviour, alcohol and drug abuse, vandalism of school properties, bad behaviour; fighting; bullying; rudeness; bad language usage; swearing and calling teachers names, school uniform not worn properly, late coming, stealing and disrespectful of school authorities. The study revealed that late coming causes disciplinary problems, especially in the morning. One of the teachers said that “during the first period, late coming learners disturb the progress of the lesson as they knock in order to enter the classroom”. It was further revealed that in most cases, this type of late coming results in teachers having to repeat certain learning activities or start the lesson all over again, which frustrates those learners who arrived in time for their classes.

The majority of respondents complained about the fact that most learners either fail to submit their school work, submit incomplete work or not submit their work at all. This is in line with Matsoga (2003) and Simunya (2010) who stated that lack of discipline among learners is associated with bullying, vandalism and unwillingness to do class work at home. In the case of calling teachers names, it was revealed that most of the teachers were given names. One of the teachers said, *“Learners called me sign, due to the fact that if they misbehave in my class I used to call them to sign in the behavioural*

black book for record purposes.” This implies that the Ministry of Education needs to take drastic steps to intervene in the matters since teachers are really in need of assistance and support they can get from the Ministry of Education in order to deliver quality education.

One could suggest that an effective discipline policy should be made available. MoE should create open communication channels whereby all stakeholders involved can easily communicate; give advice in the formulation process in order to maintain discipline in schools in the Khomas Education Region. If we take an example of Canada, all the Ministries have their roles and responsibilities to play in disciplining learners in schools (Shannon and McCall, 2000). For most of the part, if a country like Namibia has to follow in the same procedures used in Canada, these might help to curb discipline problems in secondary schools specifically in the Khomas Education Region.

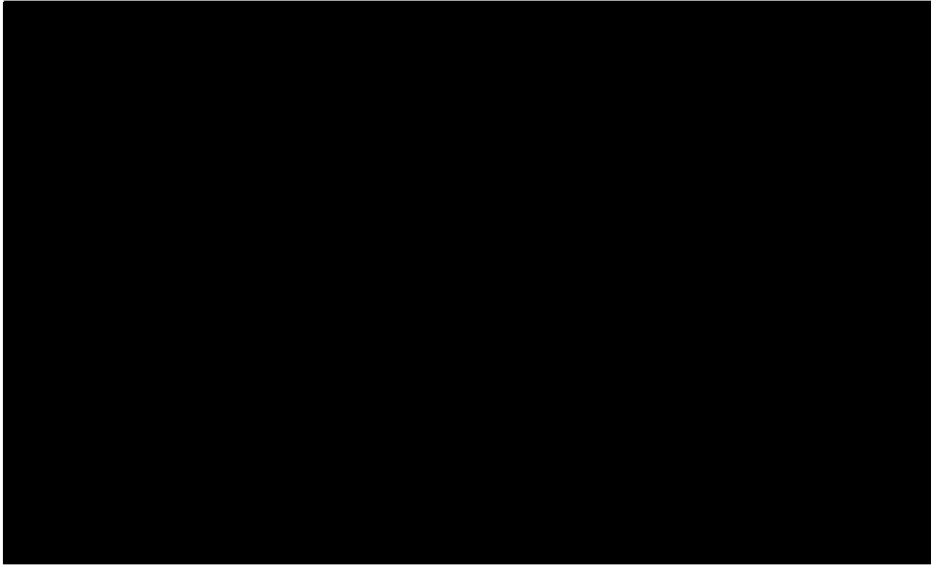
Figure 4.6: Views of Learners on disciplinary problems in schools



Based on the data presented in Table 4, the respondents strongly agreed that indiscipline problems were frequently committed by both sexes. However, it was interesting to find out and note that a few respondents indicated that only few boys were undisciplined. It can be that both boys and girls equally display disciplinary problems in the Khomas Education Region. The results suggest that causes and the extent of indiscipline among learners is not gender biased because both boys and girls are included.

4.3.1.7 Specific grades in which problems have been experienced

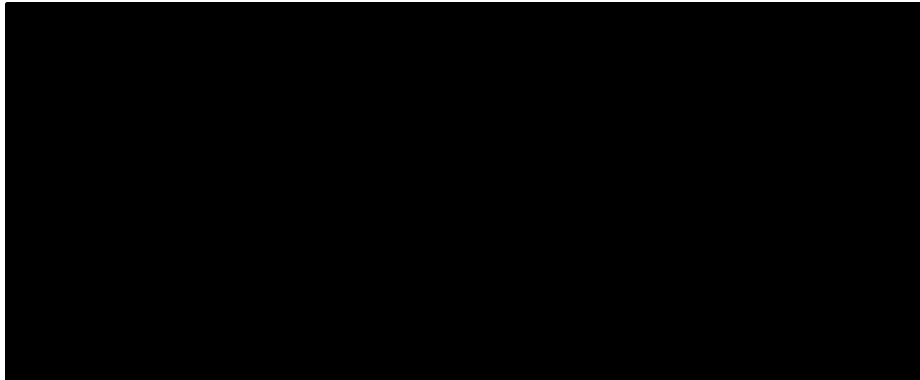
Figure 4.7: Disciplinary problems by grades



Results show that respondents reported that Grade 9 experienced the most (23.7%) problems. In fact, they were followed by Grade 8 and 10 with 22% respectively. Similarly, this is in line with Mwamwenda (2004) who stated that learners should be empowered to maintain self discipline and enable them to choose their own free-will to do what they think is good for them.

4.3.1.8 Age groups which displayed disciplinary problems

Figure 4.8: Discipline problems according to age groups



In response to question on age group which displayed disciplinary problems, most respondents indicated that all age groups have disciplinary problems. Although all age groups displayed disciplinary problems, 31% of the respondents show that 16-18 years old displayed the most disciplinary problems.

The implication in this scenario is that, schools should provide help in guiding and controlling learners' behaviour with care, understanding and sensitivity, since learners at this stage are in a process of developing emotionally, mentally and physically. This is in line with Glasser (1986); Lawson (1991); Galvin et al. (2002), Ndhlovu and Phiri (2009) and Vergnani et al. (2010). These further implies that parents and schools need to work together to instil the importance of discipline into their children in all ages.

4.4 Responses on the root causes of indiscipline in secondary schools

Respondents were asked to state the causes of indiscipline in schools. Many causes of disciplinary problems were cited. The highest root causes of problems recorded were the environment and circumstances at home, no strong measures or clear plan of action from the Ministry of Education and governing body. This finding was supported by Charlton and David (1997), Chaplain (2003) and Mwamwenda (2004) who emphasised that environment plays a role in influencing learners' behaviour. The implication is that without having strong measures in place, it requires the intervention of MoE to revise the existing measures.

Based on the research conducted, the results reflect that lack of preparations or not prepared at all, and also an understanding of the importance of education from either the teachers or parents was identified as the contributing factors in secondary school level when it comes to disciplinary problems. This is in line with Bennet (1992), Charles and Smith (2001), Oduro (2007) and Nkululeko (2009) who stated that teachers through inexperience or poor planning influence indiscipline among learners in the classroom. However, Oduro et al. (2007) in their research support the notion that when teachers are well prepared and conduct their lessons well and effectively, they will enhance the learners' positive attitude towards education and discipline at school and in general.

Furthermore, respondents reported that lack of management on how to manage emotional psychology is also a contributing factor. The implication of these results suggests that management of the schools need an extensive training to acquire proper skills needed. Respondents further revealed other cause of indiscipline associated with learners who cannot read and write, (because if they do not understand, they start to be frustrated and disturbed others).

The result of the study also illustrates that indiscipline was brought by different factors in a society such as peer pressure, cultural and home environment, geographical location (i.e. shebeens and cuca shops erected at the residential areas or within the vicinity of the school). This argument supported by Mwamwenda (2004) and Van Wyk (2001). Other factors identified were emotional and social problems such as stress, loss of parents and loved ones, depression, hormonal changes and lack of strict discipline from homes as the roots of indiscipline in schools. Charlton and David (1997 and Charles and Smith (2001) are in line with the findings as they highlighted learners rapport, upbringing and cultural influences as background factors influencing learners' indiscipline. These findings are useful to this study as it informs the MoE and other stakeholders to make effort work hand in hand and render necessary services and support in whatever way is needed.

Furthermore other factor identified is lack of communication between parents and the schools, to form a platform on how to discipline the learners' properly. When there is a

combination of force between parents and teachers it will bring a positive change to the discipline of the learners. Respondents claimed that they are not getting support from parents, some parents seem to be reluctant to come to school to discuss the behaviour problems of their children and some of the parents are afraid of their children. This finding is in line with what Blandford (2001); Cotton (2001); Khoza (2001); Porter (2001) and Ngandu et al. (2009) who concurred that there should be communication between teachers, governing bodies and parents when it comes to discipline in schools because without mutual understanding between the teachers, parents and Ministry of Education, there will be no consensus with regards to how discipline should be maintained and this in return will be disruptive to the learners behaviours.

The other factor that was highlighted by the respondents is poverty at home, such as lack of food, and proper sanitation. If a learner goes to school with an empty stomach they become violent and disturb other learners. These results created an impression that most Learners in secondary schools need provision of food. Therefore, schools are advice to search for assistance from the MoE for the learners to be satisfied with the basic human needs. This research also reveals that some parents play a major part on how their children behave, as at times they side with their children without understanding the root of their problems. For example, one teacher quoted a parent who have been called to school saying about his or her child indiscipline that, *“this is my best behaving child at home”*.

Levin and Nolan (1998), Blandford (1998), Chaplain (2003), Elton Report (1998) and Shannon and McCall (2000) in their research are not in favour of parents taking sides with their children without analysing the situation regarding their children's discipline. They also maintained that the most effective schools are whereby parents, the school administrators forge a good relationship, good communication channels about learners' discipline. Another cause of indiscipline among learners identified is the innovation of the technology, such as television, computers, internet and mobile phones. Respondents revealed that some well-off parents are not doing their jobs properly when it comes to disciplining their children as they allow them to watch programmes that are not suitable for them or that are age restricted. Some parents also contribute to lack of discipline by allowing their children to carry mobile phones at school that are very disruptive to learners as they spend time on face book, sending text messages and playing games instead of paying attention to what the teachers are teaching them.

In addition, respondents mentioned lack of guidance from parents. For example, there are a number of learners who are being brought up by single parents who cannot instil proper discipline in their children. These findings are agree with Glasser (1986), Galvin et al. (2002), Indicators of School Crime and Safety (2005), Ndhlovu and Phiri (2009) and Vergnani et al. (2010) who believed that guidance has become the most important tool in helping learners to develop self discipline in schools and at home. Both emphasised that parents should be made accountable for the behaviour of their children.

Likewise, Mwamwenda (2004) and Durand (1990) have also agreed that if the child does not understand or obey the family rules and regulations concerning behaviour at home this will reflect on the child behaviour at school. It is further revealed that human right is also one of the main causes, because learners nowadays have an understanding of their rights and it also hinders the progress of discipline at school as learners have become untouchable, cheeky and disrespectful towards the teachers. Respondents further mentioned that the moment someone tries to discipline the learners, to them it is a violation of their rights. What they can do is to report you to Women and Child Protection Unit or to the Police.

It was further indicated that there is a feeling that teachers are reluctant to discipline learners because they feel that they are protected neither by the school nor by the regional office. Oosthuizen (2003) and WISPHA (2008) supported this argument. This research further indicates that learners are more protected by the law via human rights than the teachers. It is interesting to note that there is no effective discipline policy for the teachers to refer to in case they have punished the learners.

Respondents further revealed that without having strong measures in place and no clear plan of action, learners tend to do whatever they feel like, and this increases the indiscipline among learners in schools. This is in line with Nkululeko (2009) who indicated that the key to establishing good discipline at school lies in learners accepting

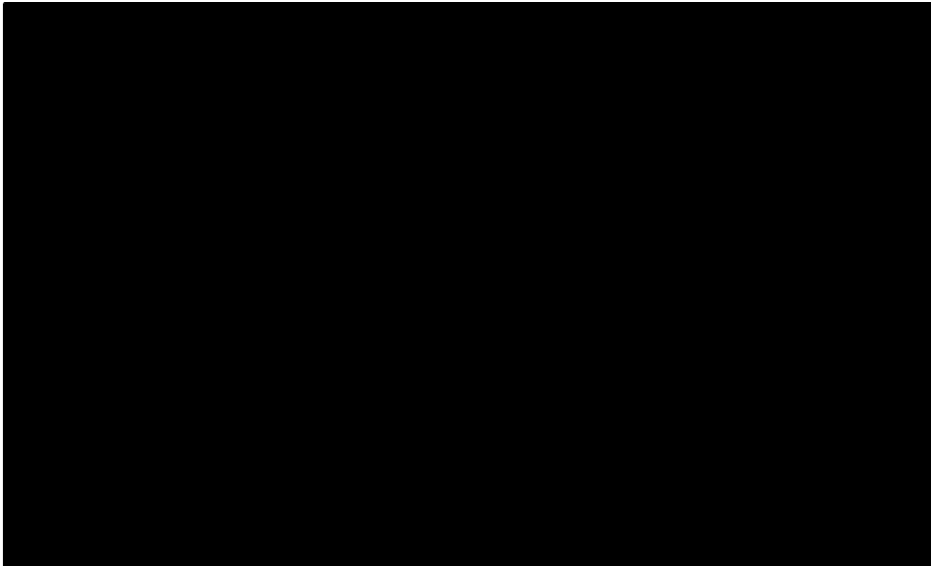
the educators' authority to manage their behaviour and their progress in learning. However, learners in the Khomas Education Region disagree with this reasoning.

This research also shows that in the Khomas Education Region teachers has no power to enforce disciplines among the learners. This problem has been acknowledged by Indicators of School Crime and Safety (2005) and the current Minister of Education Honourable Dr. Abraham Iyambo, in his speech in September 2010 when he was addressing schools principals and higher educational officials in Windhoek. The Minister says that, "more power and authority in schools need to be given to principals instead, because they are the ones at grassroots since indiscipline among learners is a great concern in the country" (The Namibian, 2010:4)

4.4.1 Measures to maintain discipline

The following findings were obtained from the respondents when asked to state if schools are doing enough to maintain discipline. According to Figure 4.9, fourteenth (14) of the respondents reported that schools are not doing enough to maintain discipline.

Figure 4.9: Responses on whether the school is doing enough to maintain discipline



The research findings reflected two responses; these were negative and positive responses. Respondents who gave a no or a negative response, reason that schools and teachers were not given enough power and authority to instil discipline among indiscipline learners. It has also been indicated that if teachers apply any punishment to learners, they are faced with proposition, harsh words and accusation from parents who will come to school board, regional offices or even to the police stations to complain.

The respondents also expressed their dissatisfaction on the way such matters have been handled and treated in the past, since no action has been taken to protect the teachers or to alleviate this type of the happenings to reoccur in the future. And this has resulted in teachers either allowing the learners to do as they want or resigning since this has become a burden to the teachers.

The respondents who were positive with their answer gave their reasons as to why they felt that schools are doing enough. Most respondents felt that some schools had strict rules and tried to introduce other alternatives like using points system. The point system is a system that has been introduced to determine how fast or how many times a learner misbehaved. Points are allocated from one to fifteen points. Based on the points a learner accumulates this will then determines whether a learner needs to see a school teacher counsellor or his or her behaviour problem is intense to the extent that parents should be called in or suspension should be considered.

The results indicated that although some schools have rules and introduced points system, the system of applying them is ineffective due to several factors. Those factors were identified as lack of internal policy implementation and inconsistency among management and teachers.

One of the procedures identified by the respondents is through counselling. This is in line with Miller and Nash (1999); Galvin et al. (2002), and Pamela et al. (2005) who argued that counselling can be an appropriate strategy for working with difficult learners. This counselling session is being conducted by full time school teachers who are sometimes not qualified as counsellors or do not have enough time to do the counselling work. Pamela et al. (2005) disagreed and claimed that each school are advised to have one counsellor to provide support to the learners. According to the findings this is a different case in Namibia.

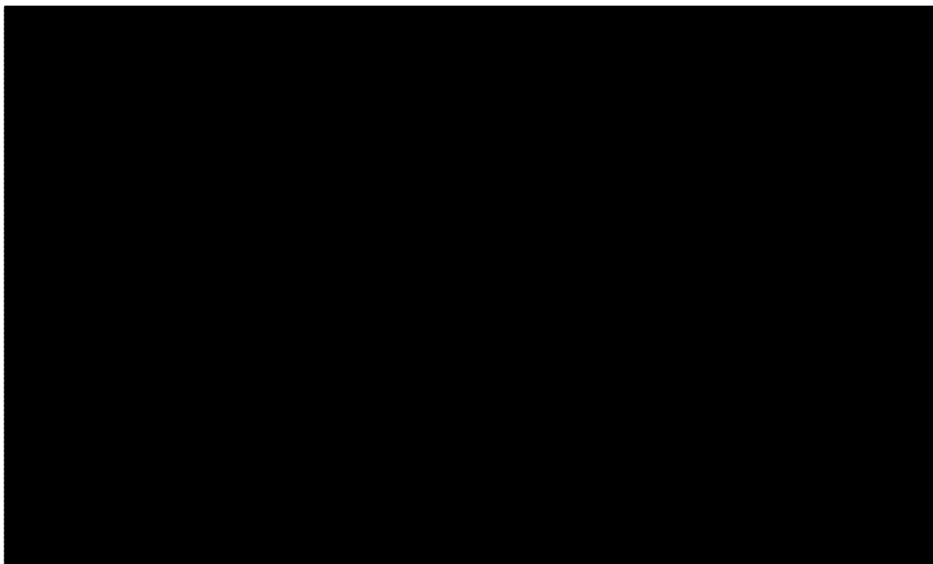
During these counselling sessions the learners will go through numerous behavioural disciplines whereby they will be taught and advised of their wrong doing and new ideas are enforced upon the learners to behave better. However, the respondents have indicated that the system is ineffective due to the fact that school teacher-counsellors do not have enough time or appropriate skill to do so. With related to measures to maintain discipline at schools there are other researchers who conducted similar research on the same topic and are in agreement with the findings collected. According to the report by Indicators of School Crime and Safety (2005), Pamela et al. (2005) and Charlton and David (1997), teachers need to be given sufficient rights and power to make decisions and take action against learners who misbehave and disrupt classes.

Another researcher Charles and Smith (1992) added that experienced teachers leave their teaching profession due to various factors which include learner's misbehaviour. Khomas Education Region Circular no. 3 of 2010, and The Namibian of Wednesday, July (2008) both agreed and reported that something needs to be done to mitigate disciplinary problems in secondary schools in Namibia. This implies that the government should come up with disciplinary policies beneficial to both teachers and learners. It was further emphasised that even though some schools take an extra mile to suspend undisciplined learners, findings revealed that this does not bring any change because learners are taking it as a holiday and they try to deliberately misbehave in order to be suspended from school. One can agree with Simunya (2010) who quoted the

Minister of Education saying that “education in Namibia is really in the mess and something needs to be done as a matter of urgency”.

4.5 Training received by school board members on how to handle undisciplined learners

Figure 4.10: Duration of training received



In order to adequately provide answers to the question on training, respondents were asked to state whether they have received training as school board members. Figure 4.10 reflects data and results on this question. The results revealed that the majority (90%) of respondents did not receive training of any kind at all. This implies and agrees with the statement that knowledge is power, hence without proper training school board members

will be affected and will not be able to administer and render quality and effective service at schools.

Another interesting point that was raised during the research was whether the respondents think training is necessary to them to effectively administer and effect change in learners' indiscipline at schools. All respondents strongly agreed that they need training to equip them with necessary skills in dealing with indiscipline and offer them the know-how about other disciplinary policy measures alternatives to corporal punishment.

The figure further shows that only one respondent has fortunate received training but felt that the time allocated for such training was not adequate, since training is needed to acquire new skills and is regarded as a key aspect in the success of education. With such short duration of training, one wonders whether the school board members will be able to adequately provide the necessary support expected of them. This implies that there is a need for proper training to be offered to all the school board members via clusters or circuits to enable them to deliver their task.

4.6 The effects of disciplinary problems on teaching and learning

Respondents were required to give their views on the effect of disciplinary problems on teaching and learning. Respondents share the same sentiments and agreed that

indiscipline among learners has a negative impact on teaching and learning. Reasons given were that classes are constantly disrupted which causes learners to lose focus and concentration. Based on this reason, teachers fail to accomplish their daily planned lessons as they have to spend most of the time disciplining the undisciplined learners and this resulted in some teachers leaving the learners unattended. It was further reported that this disturbances end up causing affected learners not to do their class work properly.

Apart from learners not paying attention, respondents revealed that it is impossible for the learners to get quality education. Respondents further reported that most learners are losing a lot in the process and this has a great impact on learners overall academic performance at school. This is the same as noted by Squelch (1994), Charlton and David (1997) Mabebo and Prinsloo (2000) and Mwamwenda (2004) as they stated that poor school discipline is one of the main factors contributing to poor academic performance and results.

Respondents also reported that teachers' efforts are wasted and those of slow learners were also affected because they were not given the attention they deserve. The implication here is that principals and disciplinary committees use most of their time on discipline matters rather than concentrating on school development and utilise their time effectively and efficiently. Respondents further revealed that indiscipline at school causes interruptions and discourages both teachers and learners who want to take

education seriously. Respondents further reported that because of these problems most teachers are frustrated and some of them are leaving the profession.

This research findings further shows that there is a lot of teachers' efforts being wasted while trying to deal with misbehaviour of learners, instead of focusing on important issues such as slow learners who need more time to grasp what they are taught. The issues of indiscipline of learners does not only have a negative effect on other learners or teachers, it also play a negative role in the way school managements utilise their time, instead of spending time developing new ideas, or improving on the existing programmes they end up wasting time on disciplinary issues. This argument supported by Blandford (1998) and Charles and Smith (2001) who argued that indiscipline among learners make teachers to drift away from teaching profession.

4.7 Help received from parents in handling learners' disciplinary problems at school

In response to the question on how parents help the school in handling problems of indiscipline at schools, respondents (the disciplinary committee) indicated that school board members are not really active in handling disciplinary problems in schools. However, some of the respondents revealed that there are some school board members who give advice to teachers to call in parents and inform them about their children's behaviour. Furthermore, respondents (school boards) claimed that they can only help in

handling disciplinary problems if schools involved them fully in all activities, especially in setting up rules. Respondents further indicated that this will only materialise if they get training on how to solve disciplinary problems and made aware of the policy on discipline at schools. This finding supported by Zimba et al. (1998) in his study and argued that in Namibia the majority of parents were not informed about the indiscipline of learners and not asked to help schools work out ways of maintaining discipline. Although the Ministry of Education policy on discipline state that parents and all stakeholders should work together with schools for the betterment of the education of the children, this is only on paper but is very hard to put it into practice (Ministry of Education and Culture,1992).

4.8 Responses on how schools involve parents in addressing learners' disciplinary problems in school

Respondents were asked to state how the schools involve the parents in addressing learners' disciplinary problems. This question was asked to determine whether there are ways of communication between schools and parents. Respondents reported that they involve the parents by inviting parents to parents' meetings and asking them to come to school if there is discipline problem so that they can be informed about their children behaviour. Respondents also reported that most of the time they send letters through their learners. This is in line with what Atkenon & Forehad (1979) Charlton and David (1997); Galvin et al. (1997) Shannon and McCall (2000) and Garagae (2007) said when

they both agreed that programs to involve parents in reinforcing behavioural problems must be in place.

Respondents further revealed that sometimes they announce messages through media like (radios stations of different languages) and send messages through churches. Despite the fact that schools have ways of involving parents in dealing with learners' disciplinary problems, the results revealed that most of the time parents do not turn up for invitation. The implication here is that if parents do not turn up there will be high chance of learners to misbehave (Chaplain, 2003).

4.9 Responses on how teachers to handle undisciplined learners at schools

This study also aimed at finding out how teachers handle indiscipline at schools. Respondents mentioned that firstly undisciplined learners are called in individually to be disciplined. Respondents further reported that most of the time they give light punishment to undisciplined learners. Respondents (teachers) were asked to mention some of the light punishment they have used. The objective to ask such question was to find out if respondents (teachers) were using alternative punishment on their own to maintain discipline in their classes. Some light punishments mentioned include: standing in front of the class carrying a chair for some minutes, let the learner sit next to the teacher, identify indiscipline learner to be a class captain, detention after break and give

some words to be rewritten for 50 times or more. Having trying to use other alternatives, surprisingly learners started to dodge or bunk the specific classes.

Therefore, respondents indicated that they stopped to apply it completely. Data further revealed that the reason for giving the learners light punishment was to avoid chasing the learners out of the class because according to the Khomas Regional Circular No.3 of 2010 teachers are not allowed to do that. The majority of respondents shared the same experience that learners are enjoying being chased out of the classroom.

Respondents further indicated that if the cases persisted, learners were referred to teacher counsellor. They further claimed that the problem with teachers who serve as counsellors is that they are not full time counsellors since they are also involved in teaching. Findings further revealed that counsellors do not perform effectively since they have classes to attend to. Another way to discipline misbehaving learners mentioned by respondents was by inviting parents to come in personally to be informed of learner's behaviour. Respondents indicated that disciplinary procedures are also followed like verbal, written and final warnings. Although respondents mentioned disciplinary procedures to be followed, they claimed to be ineffective and inconsistent.

Results also indicated that most respondents reported that "they keep record of learners' behaviour daily and hand them in to the disciplinary committee". Another way mentioned by teachers to discipline learners was by using points system which

respondents claimed not effective. The results revealed that few respondents refer undisciplined learners to counsellors who are working at their school permanently appointed by two different projects schools in the Khomas Education region. Most of the respondents from those schools projects indicated that counsellors from these private projects are really helping them in terms of disciplining learners. It was further mentioned that learners who were referred to the project offices improved a lot. One could agree with Lawson (1991); Glasser (1986); Charlton and David (2000); Galvin (2002); Mwamwenda (2004) and Vergnani, Flank, HaihamboYa-Otto, & Mushaandja (2010) that through counselling learners are encouraged to take responsibility for their own and peer's behaviours and learn to control themselves.

4.10 Responses on measures teachers put in place to address disciplinary issues

Most of the respondents indicated that schools have school rules. The findings revealed that schools also keep disciplinary records. Respondents reported that if learners transgress, they have to sign for more than five times, before referring them to the disciplinary committee. It was further indicated that parents are called in and learners are suspended for some days. However, few respondents reported that they invited psychologists once or twice in a term to talk to the learners. Apart from inviting the specialist to talk to the learners, respondents reported that schools have prefects in each class who enforce discipline in classes when teachers were not in class. If learners reach

a certain level of misbehaviour they are suspended but respondents indicated that it does not help since parents and learners know that they are not allowed to be expelled from school. One could therefore conclude that in order for all the schools to maintain discipline effectively, there is a need for the Ministry of Education to look into it and develop a more effective and meaningful discipline policy that will contribute towards a well disciplined school.

4.11 Involvement of parents in setting up school rules

With respect to the question, if parents or school board are involved in setting up rules for learners at schools, most respondents agreed with the statement that they were involved in the setting up rules for learners at schools. However, some respondents reported that they were never involved. Those respondents, who said they were never involved, claimed that they were only informed when there was a problem, but were never given a chance to contribute to the setting up of rules. Charlton and David (1997) supported this argument and argued that possibility exist that parents are not well informed about the policies. One wonders how parents will be able to assist the school if they were never involved. The respondents revealed that to them it does not serve any purpose to be called board members, if schools do not need their service. One could see that schools as well as the Ministry of Education did not involve the parents fully in implementing the Ministry of Education policy as per Education Act of 2001. This implies that the Ministry of Education and schools need to revisit the discipline policy

and be consistent in applying what is stated in the policy and to avoid confusion among stakeholders.

Respondents who indicated that 'yes' they were involved were further asked to mention some of the activities in which they took part. Respondents have mentioned some of the activities they participated in such as setting up new rules, reviewing of internal school policies and code of conduct for learners.

4.12 Measures at schools to address disciplinary problems in classrooms

This research examined different measures put in place in order to address disciplinary problems in the classrooms and analysed them to see if they are effective or if there is a need for improvement and if there is, how the school board should go about it. However, this resulted in a confusing feedback as some teachers felt there were no such rules in place while others thought there was. One of the identified measures to discipline learners is regarding the use of mobile phones at school, the schools put in place a rule that if a learner is caught using a mobile phone at school, such device should be confiscated and parents of such learner should be called at school in order to discuss the way forward regarding their child and behavioural issues.

However, the research shows that even though schools are really trying to get to the root of the problem regarding indiscipline at school, it is almost impossible since most parents are not cooperative at all when it comes to their children behaviours. This is in line with what Porter (2001) and Ngandu et al. (2009) who argued that parents are reluctant to participate or cooperate with. An article published by The Namibian Newspaper dated (2002, 9) refers to a case whereby parents of a learner at one High School in Windhoek, Namibia, reported and caused a certain teacher at the same school to be arrested by the police because he confiscated a learner's mobile phone which the learner was using during the class which violates that certain school regulations.

Despite the fact that some schools are trying to put measures in place, parents are not supporting the schools. Data also showed that other measures used are: teachers' refer cases to the disciplinary committees, if persisting; they refer them to the principals and to school boards. Results further revealed that some schools use points system to accumulate and if they reach a certain level, then parents are called in and steps for disciplinary measures are taken accordingly.

Respondents further mentioned that even following all those procedures mentioned above for disciplinary cases; there is still a long way to resolve the problems. It was further stated that it can take almost a year or two years for the case to be solved, as schools do not have any power to take decision.

4.13 Implementation and effectiveness on discipline measures by teachers

There was an understanding that teachers are not properly reinforcing the measures set up by the schools. The finding on the reason why there was such an impression was because there was no consistency when teachers applied these measures. It was further revealed that some teachers were not serious, or had developed “I don’t care” attitude or not strict enough when reinforcing these measures. Respondents comment, “*There is no cohesion. Everyone applies disciplinary measures on his or her own way*”. The truth is that discipline is maintained more successfully in situations where disciplinary actions are applied consistently (Porter, 2000 and Oosthuizen, 2003). According to these researchers, learners loose respect for the disciplinarian if they are punished today for an act which yesterday went unpunished. It was also revealed that such behaviours by the teachers of not implementing measures were as a result of no clear guidelines and uniformity in the implementation process.

Another important factor mentioned was that, some principals did not take action where indiscipline occurred and this demoralised some teachers and the indiscipline in schools were increasing daily. It is interesting to note that not only learners but teachers too had fear in implementing school rules.

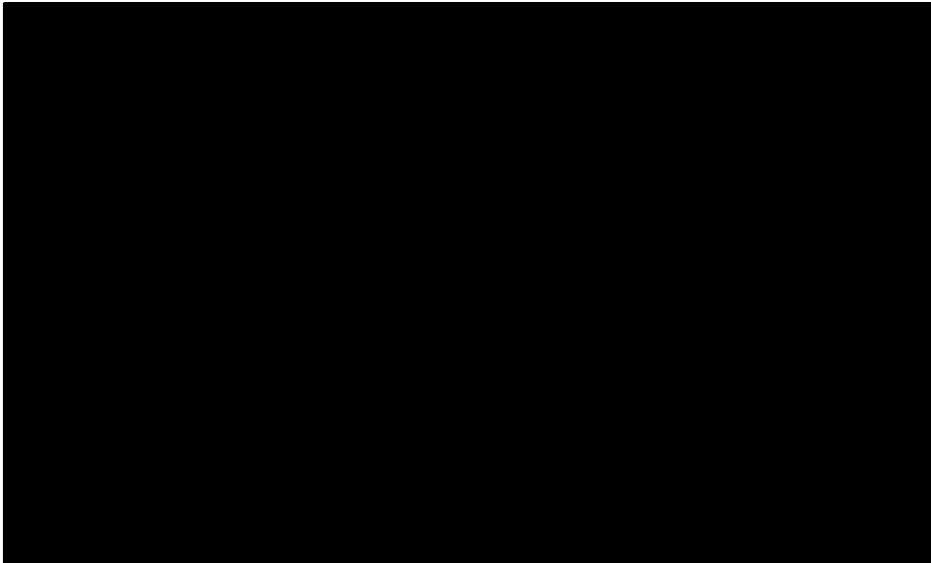
4.14 Challenges faced by teachers in implementing these measures

Responding to the challenges faced by teachers in implementing the measures, respondents reported that there were a lot of challenges facing teachers in implementing disciplinary measures. Some challenges mentioned include, parents threatening teachers when discipline measures are applied on their children, and at times they go to the extent of reporting these teachers to the police. Therefore some teachers felt it does not worth their efforts and instead turn a blind eye when such occurrence occurs.

The above challenges mentioned by respondents are supported by the strong statement issued by the Minister of Education in his speech in September 2010 when he was addressing school principals and higher educational officials in Windhoek. The Minister said that, “more power and authority in schools need to be given to principals instead, because they are the ones at grassroots since indiscipline among learners is a great concern in the country” (Simunya, 2010, 5). Looking at the statement issued by the Minister, one could conclude that there is a serious concern over the current state of indiscipline in the education system in Namibia and there are some loopholes which need to be worked on. The final challenge identified was lack of parents’ involvement with regards to their children’s indiscipline. This notion has been provided in the Education Act, No. 16 of 2001.

4.15 Awareness of parents' roles in their children's education

Figure 4.11 Whether parents are aware of their roles in the education of their children?



Results show that 80% of the respondents agreed that they were aware of the importance of their involvement in the children's discipline. They further stated that they were provided with brochures, booklets and different types of fliers and information from the schools; in addition they were also given the Education Act (2001) where duties and roles of school board in the education are stipulated.

The information provided by respondents stipulates different roles and responsibilities a parents has to play with regards to their children's education, such responsibilities include to mention a few; assistance with their children's homework, be at school on time, respect and obey school rules and regulations, attend extra curricular activities,

that learners have enough food, school fees are paid on time, learners have enough books and check learners' progress.

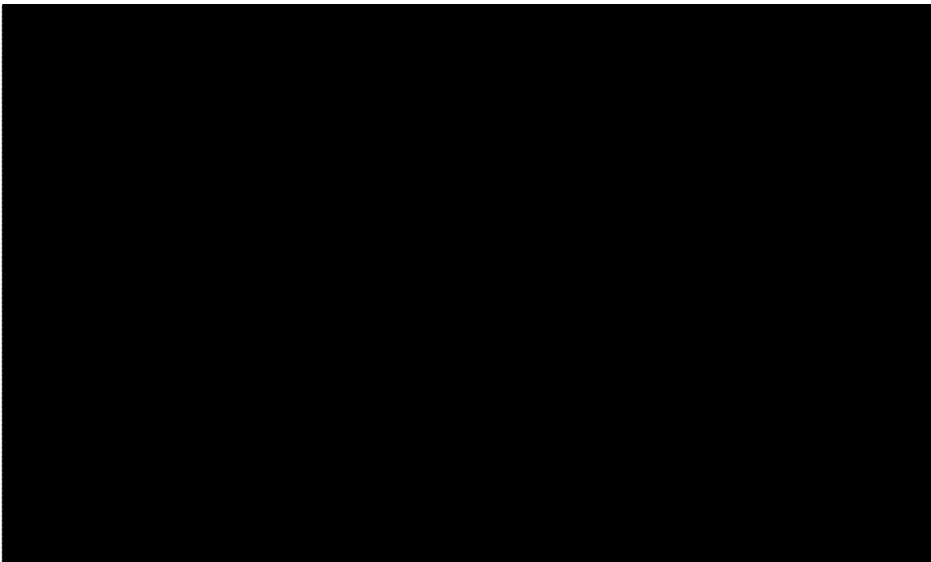
The other 20% of the respondents revealed that they were not aware of the roles they needed to play in the discipline of their children since that information was not properly disseminated to them. This is in line with Galvin et al. (1999); Charlton and David (2000); Pamela et al. (2005); National Centre for Education Statistics (2005) and Oduro (2007) who argue that parents should receive information about policies, be informed about learners behaviour and be invited to make suggestions and amendments regarding school policies.

Respondents further indicated that they only take their own initiative as parents and do what they think is helpful even if no formal information was provided to them. To some extent the findings reflect some loopholes in the education system. For example, lack of consultations, training and consistency on the implementation of the Ministry of Education policy on discipline are some of the challenges cited.

4.16 Responses on the existing legal frameworks/policies

The study wanted to find out whether respondents were aware of the existing policies regarding Ministry of Education guidelines on how to handle disciplinary problems.

Figure 4.12: Whether respondents were aware of existing legal policies

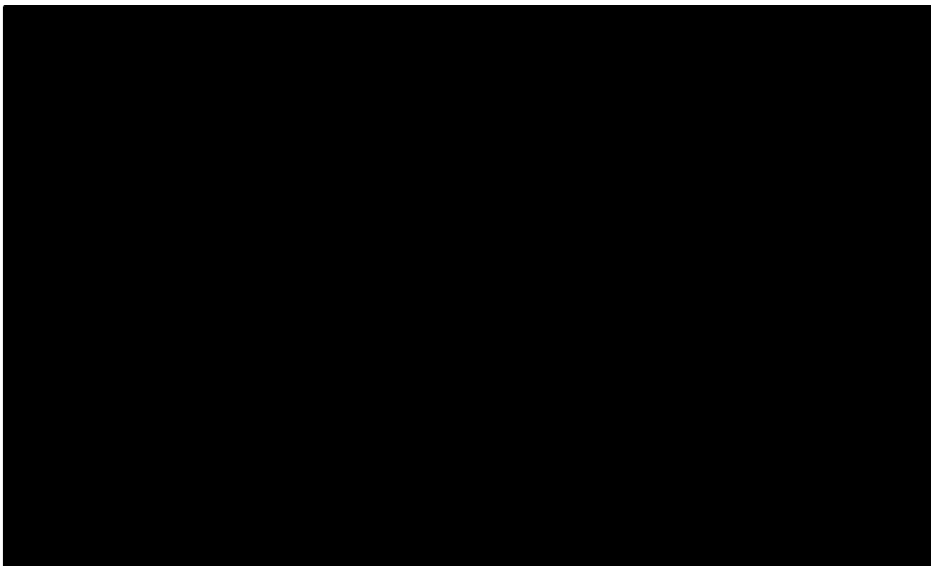


The data in Figure 4.12 above indicate that 60% of the respondents are aware of some policies. Beside the fact that the majority are aware of policies, it is sad to note that some of the respondents (40%) of the school board members were not aware (unfamiliar) with any policies regarding disciplinary issues. It was clear from the findings that respondents (school board members) really needed to be directed. Respondents, who indicated that they were aware, were asked to mention some of the

policies they are aware of. Some of the policies mentioned are as follows: the Education Act of 2001 and “Discipline from Within Alternatives to Corporal Punishment.

4.17 Responses on whether the existence of these policies helps to set up guidelines on how disciplinary problems could be handled

Figure 4.13: Responses whether the existing policies are helping or not



Based on the data presented in Table 11, (80%) of respondents indicated that the existence of policies helped schools to formulate their school rules and reference was made to the Education Act, 16 of 2001 regarding discipline in schools.

Respondents further reported that the disciplinary committee and school board were able to follow ministerial policies/guidelines, recommendations and took decisions based on the guidelines/policies given. Respondents further revealed that guidelines were helping especially for those teachers who were trained as counsellors. Despite the fact that respondents indicated that it was helping, they also indicated that no variety alternatives punishments were given.

Respondents expressed their feelings that there was definitely a great need for the Ministry of Education to give alternatives for serious and minor cases so that schools know what to do if indiscipline cases occurred. In addition, the findings further revealed that 20% of respondents who said 'no' also indicated strongly their feelings that the existence policies were not effective in setting up guidelines. Those who were not aware of the Education Act on discipline could not comment further as they had no ideas about its existence.

Therefore, most of the respondents suggested that the Ministry of Education should consult and inform parents, whenever they pass any policy on discipline, to enable them to have knowledge and understanding of the implementation of these pieces of legislations.

4.18 Responses on whether there is an effective monitoring mechanism from the Ministry of Education

In response to the question whether there is an effective monitoring mechanism from the Ministry of Education, data from the findings revealed that all respondents indicated that there is no effective monitoring mechanism for these guidelines or policies from the Ministry of Education. Respondents further reported that they have never seen an official from the Ministry to assess the situation on disciplinary problems. Respondents further mentioned that officials are only coming to schools if there is a crisis, but not to monitor the policies regarding disciplinary issues. An interesting point to note from the findings is that no one from the respondents shows an indication that there is something going on from the Ministry of Education when it comes to monitoring of the policies.

4.19 Summary

This chapter presented the findings from the study which assessed the views of teachers and parents regarding factors that contribute to learners' indiscipline in the Khomas Education Region. Based on the discussion and interpretation of the results, it emerged that the majority of respondents revealed that secondary schools in the Khomas Education Region in Windhoek experience difficulties in handling learners at schools.

There was clear evidence that communication between the Ministry of Education and school on how policy should be implemented was not clear. Lack of parental involvement in the education of their children and there is no discipline policy whereby teachers can refer undisciplined learners' cases. The study also revealed that there is inconsistency in applying measures in schools among teachers and management, learners who know their rights too much and teachers who feel that they are not protected by schools or Ministry of Education, all these were some of the factors highlighted as contributing to the root causes of indiscipline among learners in secondary schools in the Khomas Education Region. The findings in this chapter show that schools were not doing enough to maintain discipline due to the fact that teachers were not given power to instil discipline among learners. It was further revealed that the effects of disciplinary problems among learners do not only have a negative impact to learners but to teachers and management as well, because they utilise most of their time on disciplinary issues. It was also revealed that schools have some measures in place to address disciplinary issues but they were ineffective.

It is hoped that this study provides road map or way for the educational planners to formulate appropriate and effective discipline policy to address the problems. The next chapter deals with the conclusions and recommendations.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was aimed to undertake an in depth investigation into factors that cause indiscipline in secondary schools in the Khomas Education Region by soliciting views from teachers and parents. Indiscipline is a behavioural disorder that is classified as an act of misbehaviour. In order to limit the indiscipline of learners in school, the research focused on contributory factors and offers the best possible solution to such problems. Therefore, this chapter presents conclusions and recommendations of what need to be done to reduce causes of indiscipline among learners in secondary schools. It also tries to establish the valuable disciplinary formation in schools that best present the interests of the whole school community not only in the Khomas Education Region but in the whole country.

5.2 Conclusions

Following the findings from secondary research (literature review) and findings from the primary research, discussion and interpretation of the results, it can be summed up that secondary schools in the Khomas Education Region experience serious disciplinary problems among learners. It can also be summed that management and teachers are faced with numerous challenges that affect negatively on the teaching and learning

process. The study identified the causes of discipline problems, the extent of indiscipline, shortcomings and challenges faced by the school management and identifies measures to be used to mitigate problems. Against this background, it was concluded that indiscipline is a cause of concern and ensuring discipline in schools should be the responsibility of everyone, i.e. learners, parents, teachers and all stakeholders.

Different factors contributing to indiscipline of learners in secondary schools have been identified and cannot be shouldered by one group of stakeholders, but all of them including the Ministry of Education, educators, the society, parents, environment and technology. The Ministry of Education may contribute through available policies or lack thereof while parents, educators and the school committee may contribute through unfavourable enforcement. Abuse of certain legislations and constitutional rights through poor understanding and poor interpretation by learners, parents and educators are also contributory factors to indiscipline of learners in secondary schools. The factors that are directly related to learners include peer-group influence, abuse of technology and negative attitudes towards learning. Factors such as information sharing and information dissemination between educators and parents on learners discipline and behaviour also contribute to indiscipline of learners in secondary schools. Attitudinal factors on learners, parents and educators through negative perception of the other also contribute to indiscipline of learners in secondary schools.

Lack of consultation from the Ministry of Education with no clear guidelines for mitigating factors that lead to indiscipline of learners in secondary schools as school authorities are left with no option but to exercise ineffective unguided authority. Inconsistencies, confusion and lack of taking decision when it comes to applying measures are the order of the day among school authorities. In an environment where the constitution and legal rights are misinterpreted, learners may take advantage, abuse the right knowingly or unknowingly resulting in poor discipline.

5.3 Recommendations

Ensuring discipline in schools should be one of the top most concerns of all stakeholders in society who are determined to promote academic learning and achievement. It is important for all people to accept the fact that ensuring discipline is not the sole responsibility of teachers. Parents and school administrators should also share the responsibility of promoting values and standards that will help to ensure discipline of learners and be a life lesson to them. Parents often have a tendency of siding their children in cases where they misbehave. Once the parents see that discipline is important for their children they will stop this. It is vital to take into cognisance the list of factors that influence the discipline of learners such as the television, cell phone and peer group pressure.

It is extremely important that parents work in cooperation with their children's schools. Discipline problems can only be dealt with much more effectively if both parties could share the similar and ideal vision which leads to productive missions. Despite issues raised in the discussion, the findings of the study raised significant recommendations to find ways on how discipline problems in schools can be mitigated. Therefore the following recommendations were made based on the above issues:

5.3.1 Recommendations to various stakeholders

The findings of this study indicated that Ministry of Education (MoE) does not provide teachers and parents (school board members) with adequate training on how to handle undisciplined learners. It is against this background that the following recommendations for the MoE advanced:

- a) It is suggested that the Ministry of Education should intensify, as a matter of urgency, a country- wide training programme in the area of counselling so that teachers and school board will be more equipped with knowledge and skills on how to handle undisciplined learners seeing as it is really a problem in most secondary schools.
- b) The Ministry of Education should also organize regional meetings, workshops and disseminate information to parents with regards to the importance of discipline policies and involvement in the learning process and make emphasis on the importance of educating their children especially in instilling discipline.

- c) It is recommended that the Ministry of Education should review policies on disciplinary problems in schools and provide other alternatives to corporal punishment to avoid uncontrollable misbehaviour in secondary schools. This will enable all parents to understand what the consequences would be should their children misbehave or disrupt classes.
- d) Ministry of Education should create an effective monitoring and evaluating system for the policies and strengthen good relationships between schools and the community at large.
- e) Furthermore, the MoE should use a much more diversified approach to the captioned matter by looking into other ministries and government agencies (NGO), correctional service workers, parents, churches and media to see how they would be able to participate in handling undisciplined learners in schools.
- f) It is also recommended that seminars and workshops that acquaint members of staff with the necessary skills needed to tackle the captioned matter should be helped on a much more regular basis. The MoE should collaborate with these workshops and seminars to ensure that respective policies that have been put in place are properly interpreted and strictly adhered to.
- g) The Ministry of Education should give more power and authority to secondary school principals and teachers as this will help them to maintain discipline in schools and easily take care of deviant behaviour. To enable them to maintain discipline at schools with clear policy and without fear.

- h) The research also recommended that the MoE should employ psychologists, social worker or school counsellors that would be placed in each school or in a circuit to help deal with learners' problems daily.
- i) In respect to section F) of these recommendations, the MoE should award certificates of attendance to school board members and teachers who will successfully attend the course. This will benefit the schools to get skilled members in counselling and motivate the board members.
- j) The MoE should have an awareness programme that sensitizes all schools to have Life Skills programmes (for example, Window of Hope, My future is my Choice and Star School project) and implement them so that learners are empowered with knowledge and responsibility.
- k) MoE through Municipalities should burn out all the cuca shops and bars surroundings the schools.
- l) Also, it is suggested that Universities and Colleges in Namibia should promote and admit more students to specialize in Counselling or Life Skills in order to help learners to maintain self discipline and take responsibility for their own actions, rather than justifying themselves.
- m) Lastly, the MoE should ensure that schools submit disciplinary reports termly to check on how they handle disciplinary cases. This will act as a control measure that will gather feedback and monitor performance in terms of discipline.

5.3.2 Recommendations to schools

As social institutes of learning and development, schools are recommended to the following to overcome some of the factors that lead indiscipline among learners:

- To create and enforce a school wide discipline plans. This is one of providing learners with a consistent and fair way or plan of what will happen in an event that they misbehave. This discipline plan should be pasted in every classroom and across school hallways. Once learners are fully aware of the consequences of misbehaviour, they will try by all means to avoid it.
- The disciplinary committee and school board should meet regularly to review the progress.
- Management at schools should create an effective monitoring system to see to it that teachers are preparing the lessons very well and apply rules strictly to avoid disruption of lessons.
- Teachers should be made aware of the damaging consequences of being inconsistent in their responses to learners' misbehaviour.
- School board should be encouraged to acquaint themselves with terms and conditions of the procedures to be followed.
- Each school should give extensive training to parents (school board members) in the language they understand well. This will foster parents to understand, interpret and implement the discipline policy effectively.

- Parental involvement needs to be encouraged because when parents are involved, the children will feel secure and consequently perform better.
- School should establish community partnership in order to develop relationship with all stakeholders. Partnership can provide support to the school and on families regarding learners' discipline problems. Thus, will help teach learners that working as a team can effectively solve the problem.
- Also, School should promote positive peer relations through activities with the Life skills teachers or school counsellors. Educate parents to the importance of positive peer relation.
- School discipline support groups should be formed in school communities'. In this forum peer to peer education must be encouraged.
- It is recommended that learners should be involved in decision making. It is also further suggest that learners should be given task and responsibilities so that they can develop the sense of self assurance. This will make them to feel valued, recognised, and allow them to take more responsibility and ownership of school discipline policy.

3.3 Recommendations for Further research

Since this study was only conducted in one region and findings cannot be easily generalized to other regions in the country, it is therefore recommended that a similar study in other education regions in Namibia should be conducted. It is further recommended that a study of the nature should be also carried out into different

education levels, for example at primary level, since primary schools form the basis of education whereby a child is prepared for secondary and tertiary levels respectively. Finally, it is also suggested that further research is needed into different types of schools, example schools in rural, suburb and in private schools.

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APPENDICES

Appendix A: Interview Questions for teachers

Introduction

Thank you for your willingness to take part in this research. The aim of this research is to examine the views of teachers and parents regarding factors that contribute to learner's indiscipline in secondary schools in the Khomas Education Region. I wish to assure you that you will remain completely anonymous and all your responses will be used for the purpose of this research.

Questionnaire

Instructions

1. Please feel free to respond to questions as Frankly as possible.
2. Answer all questions to the best of your knowledge.
3. There is no wrong or right answers to the questions I am about to ask you. Your individual opinions are what I am interested in.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know a little about you. In the following questions please indicate the appropriate answer as required.

1. Indicate your age category:

Less than 24		
25-30		
31-40		
41-50		
51-60		
Older than 60		

2. Gender:

male		
Female		

3. Your current position/s at school:

principal		
teacher		
Disciplinary committee member		
School board member		
Other specify		

4. Grade (s) you are teaching

8-9		
9-10		
10-12		

5. Teaching subjects:.....

6. Highest teaching qualification:

Degree, plus teaching qualification
Diploma in education
Certificate in Education
Grade 12 plus 2 teaching experience
Grade 12 plus more than 3 years of teaching experience

7. Years of teaching experience:

2-4		
5-7		
More than 7		

8. Employment condition:

Permanent		
Relief Teacher		
Other specify		

SECTION B: VIEWS OF TEACHERS REGARDING DISCIPLINARY PROBLEMS

1. Do you experience discipline problems among learners at your school?

Yes		
No		

2. If your answer to question 1 is Yes, what type of disciplinary problems have you experience at your school?

3. How often do you experience this type of indiscipline?

often		
seldom		
rarely		

4. Which group of learners at your school cause disciplinary problems?

Boys		
Girls		
Both		

5. Which specific grades have you experienced problems of undisciplined learners?

Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

6. Which age group normally displayed problems?

13-15	
16-18	
19 and over	

7. What do you think are the root causes of indiscipline in secondary schools?

.....

.....

.....

8. As a school management teacher, do you think schools are doing enough to maintain discipline?

YES		
No		

9. Explain your answer to question

.....
.....
.....
.....

10. How does the school involve parents/school board in addressing learners' disciplinary problems experienced school?

.....
.....
.....
.....

SECTION C: EFFECT OF DISCIPLINARY PROBLEMS TO TEACHING & LEARNING

1. How does indiscipline affect the teaching and learning process at your school?

.....
.....
.....

2. How do you as a school management / teacher handle undisciplined learners at school?

.....
.....
.....

3. What measures do the school have/put in place to address disciplinary issues in classroom?:

.....
.....
.....

4. How effective are these measures implemented by teachers in the classroom?

.....
.....
.....

5. What challenges do teachers face in implementing these measures in the classroom?

.....
.....
.....

SECTION D: EXISTING LEGAL FRAMEWORKS/ POLICIES

1. Are you aware of the Ministry of Education policies/ guidelines on how to handle disciplinary problems at your schools?

Yes	
No	

2. If yes what are those policies? (Mention them):

.....

.....

.....

3. Do you think existence of these policies is helping to set up guidelines on how disciplinary problems could be handled at your school?

Yes		
No		

4. Explain your answer in question 3:

.....

.....

.....

5. Do you think there is an effective monitoring mechanism for these policies by the Ministry of Education?

.....

6. Explain your answer in question 5:

.....
.....
.....

7. What do you think could be done to effectively implement the Ministry of Education policies?

.....
.....
.....

SECTION E: HOW CAUSES OF DISCIPLINARY PROBLEMS COULD BE MITIGATED

1. What measures do you think the school could put in place to mitigate disciplinary problems at your school?

.....
.....
.....

2. What are the shortcomings and challenges faced by the school management in implementing these measures?

.....
.....

3. What roles do you as parents and school boards play in making sure that disciplinary measures and policies are effectively implemented at your school?

.....
.....
.....

4. Provide any other comments or suggestions on how disciplinary problems at your school could be addressed.

.....

.....

.....

I wish to thank you in advance.

Appendix B: Interview Questions for Parents

Introduction

Thank you for your willingness to take part in this research. The aim of this research is to examine the views of teachers and parents regarding factors that contribute to learner's indiscipline in secondary schools in the Khomas Education Region. I wish to assure you that you will remain completely anonymous and all your responses will be used for the purpose of this research.

Instructions

1. Please feel free to respond to questions as frankly as possible.
2. Answer all questions to the best of your knowledge.
3. There is no wrong answers to the questions I am about to ask you. Your individual opinions are what I am interested in.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know a little about you. In the following questions please indicate the appropriate answer as required.

1. Indicate your age category:

Less than 24	
25-30	
31-40	
41-50	
51-60	
Older than 60	

2. Gender:

male	
Female	

3. Your current position at school:

principal	
teacher	
Disciplinary committee member	
School board member	
Other specify	

4. Highest qualification:

Degree	
Diploma	
Certificate	
Grade 12	
Other specify	

5. Years of serve:

2-4	
5- 7	
More than 7	

SECTION B: VIEWS OF PARENTS REGARDING DISCIPLINARY PROBLEMS

1. Do you experience discipline problems among learners at your school?

Yes		
No		

2. If your answer to question 1 is Yes, what type of indiscipline have you experienced at your school?

.....

.....

.....

3. How often do you experience this type of indiscipline?

Often	
Seldom	
Rarely	

4. Which group of learners are indiscipline at your school?

Boys	
Girls	
Both	

5. Which specific grades have you experienced problems?

Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

6. Which age group do you think normally displayed disciplinary problems?

13-15		
16-18		
Over		

7. What do you think are the root causes of indiscipline in secondary school?

.....

.....

8. As a parent/ member of the school board, do you think your school is doing enough to maintain discipline?

YES	
No	

9. Explain your answer to question 8.

.....

.....

.....

10. As a parent, have you received any training on how to handle discipline learners at the school?

Yes	
No	

11. If yes, to question 10, what type of training did you receive and for how long?

.....
.....
.....

11. If No to question 11, what skills, knowledge and support would you need to enable you to work effectively?

.....
.....
.....

SECTION C: EFFECT OF DISCIPLINARY PROBLEMS TO TEACHING & LEARNING

1. How does indiscipline affect the teaching/learning process at your school?

.....
.....
.....

2. How do you as a parents/ school board member help the school in handling undisciplined learners at school?

.....
.....
.....

3. Does the school involve you as a parent/ school board in setting up disciplinary rules for learners at your school?

Yes		
No		

4. Explain your answer 3.

.....
.....
.....

5. What measures do the school have/put in place to address disciplinary issues in classroom?

.....
.....
.....

6. How effective are these measures implemented by teachers?

.....
.....
.....

7. What challenges do teachers face in implementing these measures?

.....
.....
.....

8. Are you aware of the role parents/school board members you have to play in the education of your children as provided in the education Act, No. 16 of 2001 ?

Yes	
No	

9. Motivate your answer to question 8.

.....
.....
.....

SECTION D: EXISTING LEGAL FRAMEWORKS/ POLICIES

1. Are you aware of Ministry of Education policies/ guidelines on how to handle disciplinary problems at your schools?

Yes		
No		

2. If yes, what are those policies? (Mention them):

.....

.....

.....

3. Do you think existence of these policies is helping to set up guidelines' on how disciplinary problems could be handled at your school?

Yes	
No	

4. Give reasons to your answer in question 3:

.....

.....

.....

5. According to your observations, do the teachers handle disciplinary cases according to the guidelines set in policies provided by the Ministry of Education?

Yes	
No	

6. If yes, motivate your answer

.....

.....

7. Do you think is important for them to follow those guidelines?

.....

8. Explain your answer 7.

.....

.....

9. Do you think there is an effective monitoring mechanism for these policies by the Ministry of Education?

.....

.....

10. Explain your answer to question 9:

.....
.....
.....

11. What do you think could be done to effectively implement the Ministry of Education policies?

.....
.....
.....

SECTION E: HOW CAUSES OF DISCIPLINARY PROBLEMS COULD BE MITIGATED

1. What measures do you think the school could put in place to mitigate disciplinary problems at your school?

.....
.....
.....

2. What are the shortcomings and challenges faced by the school management in implementing these measures?

.....
.....

3. What roles do you as parents and school boards play in making sure that disciplinary measures and policies are effectively implemented at your school?

.....
.....

4. Provide any other comments or suggestions on how disciplinary problems at your school could be addressed.

.....
.....

I wish to thank you in advance.

Appendix C: Request to conduct a research in Khomas Education Region

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionierspark, Windhoek, Namibia



15 October 2010

The Permanent Secretary
Ministry of Education
Private Bag 13186
Windhoek

Dear Sir

Re: Requesting permission for conduct research in the Khomas Education Region

This is to introduce to you Mrs Ndapewa Maila Upindi, who is seeking permission to conduct research in schools in the Khomas Education Region. Mrs Upindi is registered with the University of Namibia pursuing M. Ed programme in the Department of Educational Foundations and Management. Currently, she is doing her second and final year. As part of her second year curriculum she is expected to conduct research in the area of education. The title of her research is *Views of Teachers and Parents Regarding Factors that Contribute to Indiscipline in Secondary Schools: The Case of Selected Schools in the Khomas Education Region*. Although this is an important area, it has not enjoyed attention of research fraternity. Mrs Upindi is the first to attempt to fill this gap in our knowledge and practice.

I have cautioned her to abide by the regulations of the Ministry of Education, particularly to make sure that she does not disrupt school programmes and activities. Secondly, since research is about creating new knowledge, I have advised her to share her findings with the Ministry of Education, and to submit a copy of her final report, not only to the National Archives, but also to the resource centre of the Ministry of Education.

I, the undersigned, therefore, would like to request your good office to grant Mrs Ndapewa Maila Upindi permission and the support her to conduct her research in schools in the Khomas Education Region.

Thank you

A handwritten signature in black ink, appearing to read 'J. Mushaandja', written over a dotted line.

Dr. John Mushaandja
HOD: Educational Foundations and Management
Contact numbers: office no: 061 206 3357; cell: 0811 27 63 22

Appendix D: Request to conduct a research: Khomas Region Approval



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION KHOMAS REGION

Tel: (09 264 61)294 9411
Fax: (09 264 61) 231367
Enquiries: T.S. Shivute
File No: 12/2/4/1

Private Bag 13236
Windhoek

November 11, 2010

Dr John Mushaandja
HOD: Educational Foundations and Management
UNAM

Attention: Mrs Ndapewa Maila Upindi

Dear Sir

REQUEST TO CONDUCT A RESEARCH AT SOME SCHOOLS IN KHOMAS REGION


The letter from the Permanent Secretary on the above subject bears reference.

You are hereby informed that Khomas Education Directorate support the recommendations from Head Office on condition that:

- The Principals of the schools to be visited must be contacted before time and agreement reached between you and the principal.
- The school programme will not be disrupted.
- Teachers who will take part in this exercise will do so voluntarily.
- A copy of your final report will be provided to the Regional Office.

We wish you all the success in your endeavour.

Yours sincerely


MR J.S. UDJOMBALA
 DIRECTOR OF EDUCATION
 KHOMAS REGION

You are hereby informed that Khomas Education Directorate support the recommendations from Head Office on condition that:

- The Principals of the schools to be visited must be contacted before time and agreement reached between you and the principal.
- The school programme will not be disrupted.
- Teachers who will take part in this exercise will do so voluntarily.
- A copy of your final report will be provided to the Regional Office.

Appendix E: Request to conduct a research: PQA Approval



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PROGRAMMES AND QUALITY ASSURANCE

Tel: 264 61 2933200
 Fax: 264 61 2933922
 E-mail: mshimho@mec.gov.na
 Enquiries: MN Shimhopileni

Private Bag 13186
 Windhoek
 NAMIBIA
 18 October 2010

File: 11/1/1

Dr John Mushandja
 UNAM
 Private Bag 1330
 Pionierspark
 WINDHOEK

Attention: Mrs Ndapewa Maila Upindi

RE: REQUEST TO CONDUCT A RESEARCH AT SOME SCHOOLS IN KHOMAS REGION

Your letter, dated 18 October 2010, requesting permission to conduct a research at some schools in Khomas region, has reference.

Kindly be informed that the Ministry of Education does not have any objection to your request to carry out research activities at some schools in the region concerned.

Nevertheless, you are advised to approach the Regional Council Offices, Directorate of Education, for permission to go into the schools. It is advisable also to have schools you intend to visit, identified already before you approach the regional offices for them to know which schools you have in mind. This will enable them to coordinate information to the schools concerned.

Kindly take note that the research activities do not interfere with the normal school programmes.

By copy of this letter the Regional Council Offices: Directorates of Education are made aware of your request.

Yours faithfully


 A Ilukena
 PERMANENT SECRETARY

cc: Director: Khomas Education Directorate

