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**AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN
PROMOTING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN THE
OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH
DISCIPLINE PROBLEMS**

A thesis submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

in the Faculty of Education at the

UNIVERSITY OF FORT HARE

By

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DECLARATION

I declare that this thesis, **An assessment of the role of guidance and counselling in promoting student discipline in secondary schools in the Oshikoto Region of Namibia: A case study of students with discipline problems** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date

ABSTRACT

The study assessed the role of guidance and counselling in promoting learner discipline in secondary schools in the Oshikoto region of Namibia. The study used the mixed methods approach, which resulted in providing qualitative and quantitative data to provide an understanding of the problem. The instruments for data collection were questionnaires for principals, teachers, teacher counsellors and learners, as well as one-on-one interviews with learners. Thirty-one (31) principals, ninety-eight (98) teachers, thirty-seven (37) teacher counsellors and four hundred and eighty-nine (489) learners participated in the study. Results from the questionnaires were analysed by using descriptive statistics in the form of frequencies and percentages. Data presentation took the form of tables and bar graphs. Qualitative data collected from interviews were transcribed and put into themes and categories. The study revealed that schools experienced a wide range of disciplinary problems. It was further revealed that learners are affected by issues emanating from the environment, namely, schools and societies which influence their behaviour negatively. The principals and teachers believe that exclusionary and punitive methods are effective in managing learner indiscipline, while teacher counsellors and learners were against the use of such methods. In addition, principals, teachers and teacher counsellors all have a major role to play in maintaining discipline in schools through guidance and counselling. Suggestions were thus made to strengthen the use of guidance and counselling in promoting learner discipline in secondary schools by: improving training for teacher counsellors/Life Skills teachers in guidance and counselling, sensitisation of school managers about the roles and responsibilities of teacher counsellors, including the role played by teacher counsellors in learner discipline, improved leadership from school principals, strengthening the co-ordination and communication among the school personnel, and by strengthening the referral system from teachers to teacher counsellors and from teacher counsellors to outside agencies. It was recommended that the use of guidance and counselling in promoting learner discipline would be strengthened if teacher counsellors' training is improved, school principals are sensitised on the roles of teacher counsellors, including their role in learner discipline as well as improved co-ordination and communication among school personnel regarding learner discipline. The study further recommended that the referral system of learners experiencing problems from teachers to teacher counsellors and from teacher counsellors to outside agencies should be strengthened.

DECLARATION ON PLAGIALRISM

I, Emilia Ndapandula Mbongo, student number 201404758, hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics, and I have taken every precaution to comply with the regulations. I have obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee.

Signature

Date

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Special thanks go to all those who gave their time and assistance towards the preparation and completion of this study.

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DEDICATION

*This work is dedicated to my dear father, the late Tomas Abraham-Mbongo,
for believing in us.*

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ACRONYMS

ASCA	American Counselling Association
CFC	Cluster Facilitators for Counselling
CSG	Counselling Support Groups
DATS	Diagnostic, Advisory and Counselling Services
DC	Disciplinary Committee
EMIS	The Education Management Information System
HoD	Head of Department
IoE	Inspector of Education
LS	Learning Support
MBESC	Ministry of Basic Education, Sport and Culture
MoE	Ministry of Education
OVC	Orphans and Vulnerable Children
PQA	Programmes and Quality Assurance
PS	Permanent Secretary
NANTU	Namibia National Teachers' Union
NESE	National External Schools Evaluation
NSA	Namibia Statistics Agency
RME	Religious and Moral Education
RSC	Regional School Counsellors
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

The study assessed the role of Guidance and Counselling in promoting learner discipline. The study focused on learners with discipline problems. Literature has indicated that the teaching and learning processes are negatively affected by discipline problems in many schools. Time and again, educators have raised concerns about the strategies that can be used to improve learner discipline. It was thus important to conduct this study, which aimed at assessing the role of guidance and counselling in promoting learner discipline in secondary schools in Oshikoto Region of Namibia in order to see how guidance and counselling could assist in solving the problem of learner ill-discipline.

1.2 Background to the study

Learner discipline continues to be at the forefront of concerns for educators and parents in many countries including Namibia. Edwards (2008) stressed that discipline problems have long been recognised as some of the most significant difficulties schools face. Rosen (1997) noted that good discipline is commonly accepted as a major factor when evaluating effective classrooms and schools. It is no secret that well performing schools are synonymous with good disciplined learners. According to Lamek Kafidi, the Director of Education of Oshikoto Region as cited by the Namibian Sun (2012), our education system is victim to the lack of discipline. Kafidi called on both teachers and learners to maintain discipline at all times if the country's education system was to improve. Nanuhe (2014), quoting one principal of a secondary school in Namibia noted that indiscipline in many secondary schools in Namibia is one of the biggest push factors that drive teachers away from teaching. Mwamwenda (2004) argues that maintaining discipline in

schools is important in creating an effective learning environment to enable learners to perform at the best of their abilities. Mwamwenda (2004) added that discipline is very important in a setting such as a school, since without it the purpose of school cannot be achieved effectively. Schools can be regarded as important social institutions and as such, they must have certain basic regulations governing, controlling and directing the behaviour of its members, the majority of whom are learners (Donald, Lazarus & Lolwana, 2006). It is thus important that strategies are put in place to promote learner discipline.

One such strategy is the use of guidance and counselling in promoting and maintaining discipline in schools. With the many social and economic problems that today's children face, it has become even more important to have guidance and counselling services as an integral part of any education system. There are many problems which affect the lives of learners in secondary schools, and all the school - going children in general. Competitiveness, bullying, social exclusion, abuse, peer pressure and substance abuse are but a few of the problems that school-going children face every day (Bor, Ebner-Landy, Gill & Blade, 2002). McWhirter (2007) echoed the same sentiments when he said that children and youth face the challenge of growing into mature, responsible, healthy adults amidst a maelstrom of economic, political, social, and technological change. The situation in Namibia and in many African countries is further worsened by the HIV/AIDS pandemic, which has left many children orphaned and vulnerable.

The number of orphans and vulnerable children in Namibia is very high and it is expected to increase due to HIV/Aids (Ministry of Gender Equality and Child Welfare, 2009). Of the 617 827 learners enrolled in schools in 2012, 37.6% were orphans and vulnerable children (Ministry of Education, 2012). There were 1723 schools and 24 660 teachers in Namibia and for some learners, this might be the only place where and only people with whom they can find solace, support, safety, counselling and learning (Ministry of Education, 2009; 2012). Some children live with very sick parents. Others are heading households, thus taking care of younger siblings and all the needs of the household. Sometimes children grow up in houses where no one pays much attention to them and are left to fend for themselves.

There are also cases where children grow up in abusive households. According to UNICEF (2006) the most vulnerable children in Namibia are those in poor households who lack access to sufficient food, proper care and education. Furthermore, they are more at risk of being exposed to violence and abuse, both inside the house and outside the home. Like many developing countries, Namibia faces a big challenge of poverty. The Namibian Statistical Agency (2012) reported that a lot of families live below the poverty line. In the Oshikoto region, where the study is conducted, about 44% of the population live in poverty (Namibia Statistics Agency, 2012). Poverty has long term impacts on children, including poor education outcomes, as it impacts on children's emotional and psychosocial well-being.

According to Roffey (2011), children and young people with negative life experiences struggle with concentration and learning. Roffey (2011) added that often, it is these learners whose behaviour in school is most challenging. This implies that children whose basic needs, emotional and psychological needs are not met are prone to having discipline problems (Naker & Sekitoleko, 2009). This means that children coming from dysfunctional families are likely to have discipline problems. Skiba and Peterson (2000) argued that a broader perspective, stressing early identification, comprehensive planning, prevention, and instruction in social skills, is necessary for preventing tragedies that happen too often in schools.

The usual methods that are used in curbing learner indiscipline such as suspensions and expulsions do little to help these learners. Skiba and Paterson (2000) as well as Joyce (2010) argued that harsh and punitive disciplinary strategies have proven to be insufficient to promote a school climate that can prevent learner indiscipline. Although there are clear predictions for children at risk, the redeeming power of a good school with caring teachers and high expectations is not to be underestimated (Roffey, 2011).

There is, thus, no denying that guidance and counselling is crucial in schools and was introduced in schools to assist learners in coping with the challenges they face.

The Ministry of Education in Namibia recognised this need and accordingly introduced Guidance and Counselling in schools in 1994. One of the aims of counselling in schools is to help learners gain insight into the origins and development of emotional difficulties, thereby leading to an increased capacity to take rational control over feelings and actions (Ministry of Education, Namibia, 2001). By engaging in counselling, learners are helped in articulating their difficulties and work towards resolving them. In agreement with this, Chaturvedi (2007) writes that counselling is provided to learners individually or in groups to address relevant adolescent issues as a result of learner, teacher and parent concerns and/ or for crisis response. Additionally, counselling can help children to examine the difficulties or problems they experience and gain insight into what factors maintain these difficulties (Bor et al., 2002).

Guidance aims at assisting learners in their vocational, educational, personal and/ social development. According to McLaughlin, Clark and Chisholm (1996), vocational guidance is a process of helping learners to choose an occupation, prepare for it, enter upon and progress in it. Educational guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general, while personal and social guidance is the process of helping learners on how to behave with consideration to other people (McLaughlin, Clark & Chisholm, 1996). In addition, personal and social guidance helps learners to understand themselves, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding female and male roles.

In Namibia, the provision of guidance and counselling to learners is done through individual or group counselling, and through the subject of Life Skills. According to the Ministry of Education (2009), it is expected that on completion of the Life Skills curriculum in Grade 12 learners should:

- have a clear idea of their identity;
- apply knowledge in decision-making;
- be able to function effectively;
- be socially responsible;

- be able to apply effective study skills; and
- be able to make realistic career choices.

Schools, thus, play a major role in developing children holistically. The provision of school guidance and counselling play a role in learner adjustment and in them behaving appropriately at school and in the society. Bor et al. (2002) noted that like home, schools are considered a primary and essential context for supporting, nurturing and facilitating educational, moral and social development in young people. This is especially important to learners from dysfunctional families who may lack the parental guidance that parents or guardians provide. Curwin, Mendler and Mendler (2008) noted that in some families, the values necessary for success at school are either not taught or, more importantly, un-lived. They added that good discipline is increasingly about educators taking time to teach parenting-type skills, so that learners will have the self-control to learn the basics and beyond. As mentioned earlier, learners whose needs are not met are prone to discipline problems compared to learners from “normal” families. Such learners would greatly benefit from guidance and counselling services at school.

An understanding as to what might be the contributing factors to learner indiscipline is needed in dealing with these learners. According to Feeny, Christensen and Moravick (1983) cited in De Witt (2009), it is important to remember that there is a reason for all behaviour. Research has shown that suspending and expelling learners from school and other forms of punishment often do not work (Skiba & Peterson, 2000). The growing incidents of learner indiscipline in schools prompted the researcher to conduct this study in an effort to assess the role guidance and counselling play in promoting learner discipline in secondary schools in the Oshikoto Region of Namibia.

According to Lunenburg (2010), one of the functions of education is to provide opportunities for each learner to reach his/her full potential in the areas of educational, vocational, personal and emotional development. This goal would not be achieved if schools only focused on the academic part of education.

Many countries all over the world recognised the need and consequently, guidance and counselling was introduced in schools a long way back. In the United States of America, where school guidance and counselling is said to have originated, guidance and counselling in schools is well established and dates back to 1898 (Bor, Ebner-Landy, Gill, & Brace, 2002). Gysbers and Henderson (2006) noted that in the beginning, the term for school guidance and counselling was *vocational guidance*. They added that it had one purpose and was seen as a response to the economic, educational, and social problems of those times and was concerned about the entrance of young people into the world of working and the conditions they might find there.

As the guidance and counselling movement began to unfold at the turn of the 20th century, teachers, often part time or fulltime teachers with no reduced teaching time, were appointed as counsellors and given a list of duties to perform (Gysbers & Henderson, 2006). Today, school-based professional counsellors play many roles and perform a myriad of duties critical to the welfare of children and the operation of schools (Wright, 2012). The American School Counsellor Association (ASCA) has provided a National Model, which is a framework for school counselling programmes (ASCA, 2008; Wright; 2012). The ASCA (2008) states that by implementing a schools' counselling programme based on the ASCA National Model, schools can: establish the school counselling programme as an integral component of the academic mission of the school; ensure every learner has equitable access to the school counselling programme; identify and deliver the knowledge and skills all learners should acquire and to ensure that the school programme is comprehensive in design and is delivered systematically to all learners.

Guidance and counselling in schools has since expanded to other countries in the world, including in Africa. In Nigeria for example, it is believed that modern guidance in schools commenced in 1959, when the Catholic Reverend Sisters in St. Theresa's College recognised the need to give career or vocational guidance to their final year learners (Ojo, 2006; Egbochuku, 2008).

Today, guidance and counselling has gained prominence in the Nigerian educational system and many people are becoming interested in the guidance of youth in making wise educational, vocational and personal/social decisions (Ojo, 2006; Egbochuku, 2008).

In South Africa, Daniels (2013) reports that guidance was designed to be an integral part of the curriculum of South African public schools in the 20th century. Guidance referred to a subject that formed part of the curriculum and was revised over the years, and is now called Life Skills, for the Foundation Phase and Life Orientation in the Intermediate, Senior and Further Education phases of Education (Daniel, 2013).

Over the past few years, there has been a significant growth of interest in the field of school guidance and counselling in Namibia. The Ministry of Education in Namibia through the Division: Programs and Quality Assurance (PQA) and sub-division Diagnostic, Advisory and Training Services (DATS) has made efforts to strengthen the provision of guidance and counselling to learners in most schools in Namibia. Regional School Counsellors (RSCs) were appointed to take up the responsibility of providing guidance and counselling in schools in 1994. As the number of schools increased, more RSCs were appointed.

Responding to the increasing challenges faced by schools and as the number of schools increased, it was thought necessary that teachers should have basic counselling skills to enable them to attend to learners at their schools. The growing number of orphans and vulnerable children (OVC) has made this service even more imperative, and it was decided that some teachers at schools be thoroughly trained in the different counselling skills and were tasked to attend to learners at their respective schools (MoE, 2005). With the financial support of the Global Fund, training and support systems have been implemented to build capacity in schools with the aim that schools should be providing pastoral care and guidance to learners in need (Ministry of Education, 2005). The RSCs have since trained teachers in basic counselling skills in most schools in Namibia. Currently, each school in Namibia has at least two teachers trained in basic counselling skills by the RSC (Fourie, 2010).

It is against this background that the Ministry of Education mandated all schools in Namibia to establish Counselling Support Groups (CSG) at schools. Counselling Support Groups (CSG) – made up of teacher counsellors – have been established in most primary and secondary schools in Namibia. The Ministry of Education (2005) states that these teacher counsellors, in collaboration with every teacher in the school, are expected to support, guide and counsel learners-in-need. Learners in need are those who display emotional-behavioural difficulties, or who might be orphaned or vulnerable, or those who are infected or affected by HIV/AIDS. According to the Ministry of Education (2005), the responsibilities of the CSG includes:

- Supporting and counselling learners with emotional, behavioural and disciplinary problems;
- Establishing liaison between teachers and learners if problems arise;
- Assisting the school management in dealing with severe cases of misconduct by learners and teachers;
- Promoting responsibility, initiative and enthusiasm amongst learners and teachers;
- Raising teachers' and learners' awareness of the existence of the CSG and the importance of a culture of care; and
- Referring learners to other experts and/ people who can support / help a learner in need

In addition to CGS at schools, teacher counsellors were mandated to attend meetings at cluster level. Such meetings would be an arena for the teacher counsellors within a cluster to come together regularly to share ideas, to jointly engage in problem solving and to mutually support each other (Ministry of Education, 2006). Furthermore, it is trusted that such meetings would be motivational and help sustain the existence of guidance and counselling in schools. The Ministry of Education (2006) in a document titled "Guidelines for the Cluster Facilitator for Counselling (CFC)" stated that cluster meetings would curb isolation and teacher counsellors would be able to benefit from the experiences of their peers.

Furthermore, the meetings would ensure a co-ordinated approach to school guidance and counselling. Recently, full time teachers responsible for the teaching of Life Skills and counselling of learners were appointed at most schools in the country (Ministry of Education of Namibia, 2011). Upon the appointment of a Life Skills teacher at a school, he/she automatically becomes a member of the CSG, and takes the lead in all guidance and counselling related matters at the school.

1.3 Statement of the problem

Learner discipline is a major concern for educators and parents. It has been noted that the teaching and learning process in many schools is often disrupted by learners' ill-discipline (Rosen, 1997; Mwamwenda, 1995; Roffey, 2011; Ninnies, 2011; Vergnani, Frank, Haihambo Ya-Otto & Mushaandja, 2012). When guidance and counselling was officially introduced in secondary schools in Namibia, it brought a huge relief to educators who believed that it would bring about change where learner discipline was concerned. However, this does not seem to be the case as schools continue to report cases of bullying, absenteeism, alcohol and drug abuse, physical abuse, theft, harassment and vandalism (MoE, 2013).

The current problem is that despite the appointment of fulltime Life Skills teachers in secondary schools who are tasked to provide support and counsel learners with emotional, behavioural and disciplinary problems, learner discipline continues to escalate. Educational authorities are increasingly stretched to deal with situations where pupils are implicated in serious offences sometimes bordering on the criminal (Konjore, 2013). Furthermore, suspensions, expulsions and corporal punishment which are the most common methods of dealing with learners' indiscipline, seem ineffective (Skiba & Peterson, 2000). It is not clear how guidance and counselling is used to promote learner discipline in secondary schools, thus the need to do this study. In addition, despite the wealth of research on learner discipline and school guidance and counselling internationally, no study of this nature has been done in Namibia.

Furthermore, previous researchers on the subject, including Wangari (2006), Vergnani, et al. (2010) and Busienei (2012), conducted their studies based on the involvement of the general learner population. This study focused on learners with discipline problems. This study therefore assessed the role guidance and counselling play in promoting learner discipline in secondary schools with the aim of answering the main question of the study, which is: How does guidance and counselling promote learner discipline in secondary schools?

1.4 Purpose of the study

The purpose of this study was to assess the role guidance and counselling play in promoting learner discipline in secondary schools in the Oshikoto Region of Namibia. Specifically, the study focused on learners with discipline problems.

1.5 Research questions

1.5.1 Main research question

How does guidance and counselling promote learner discipline in secondary schools?

1.5.2 The Sub-research questions were:

- How is guidance and counselling presently provided in secondary schools?
- What types of discipline problems are prevalent in secondary schools?
- What are the possible factors contributing to learner discipline problems?
- What are the roles of principals, teachers and teacher counsellors in the management of learner discipline?
- How is guidance and counselling presently used in dealing with learner discipline problems in secondary schools?
- How can the use of guidance and counselling in schools be strengthened to promote learner discipline?

1.6 Objectives of the study

The objectives of this study were to:

- Establish the current provision of guidance and counselling services in secondary schools.
- Explore the types of indiscipline problems that are prevalent in secondary schools.
- Determine the factors contributing to learner discipline problems.
- Establish the roles of principals, teachers and teacher counsellors in the management of learner discipline.
- Determine how guidance and counselling is presently used in dealing with learner discipline problems in secondary schools.
- Suggest strategies to strengthen the use of guidance and counselling in promoting learner discipline.

1.7 Significance of the study

Assessing the role of guidance and counselling in promoting learner discipline in secondary schools in Namibia, particularly in the Oshikoto Region, is of paramount importance. Schools in the region are faced with many discipline problems most of which negatively affect the teaching and learning process. In addition, a number of learners continuously drop out of school because of problems that could have been prevented through guidance and counselling. The Education Management Information System (EMIS) of 2012 reported that the survival rate of learners from grade 1 to grade 12 was low. It is estimated that of the learners who enter grade one in a particular year, it is only about 39% who make it to Grade 12 (Ministry of Education - EMIS, 2012). It was also reported that a significant number of learners leave school because of indiscipline through suspensions and expulsions. Of recent, violence in schools has escalated, with cases of fighting, bullying, vandalism, rape and alcohol and drug abuse to mention a few.

It is, thus, hoped that educators would greatly benefit from this study which aimed at assessing the role of guidance and counselling in promoting learner discipline. The researcher believes that the results of the study will help school managers and teachers in managing learner discipline better. As a strategy for managing learner behaviour, guidance and counselling is beneficial to the learners. Guidance and counselling prepares learners for the challenges of the future by supporting their academic, career and personal and social development (Mwamwenda, 2004). It enables learners undergoing difficulties in their lives to have a good place to ask questions and get clarity from the guidance and counselling teachers. Learners with discipline problems will, thus, be guided in behaving better and, hopefully, completing their education and becoming responsible adults in society.

It is further hoped that the results of the study will benefit the Ministry of Education. The ministry may use the results of the study to re-enforce and strengthen the use of guidance and counselling in promoting discipline in schools. The concept of guidance and counselling in managing learner discipline is a relatively new concept in Namibia and as such, very few studies have been done on the topic. This study will therefore greatly enrich literature on guidance and counselling.

1.8 Delimitations

The study assessed the role guidance and counselling play in promoting learner discipline in secondary schools in Oshikoto Region of Namibia. The study only targeted learners with discipline problems in secondary schools in the Oshikoto region of Namibia, thus the study is delimited to learners with discipline problems. The researcher is aware of other strategies that could be used in managing learner discipline in schools, such as withholding of privileges, detention, corporal punishment, reprimands, response cost and/ or social isolation. However, the study only looked at guidance and counselling as a way of promoting learner discipline.

1.9 Clarification of terms

Discipline: The term *discipline* is defined differently by many authors. According to Drescher (1991) cited in de Witt (2009), discipline means to teach, to train and to coach. It includes the moulding of the child's character in its entirety by encouraging good behaviour and correcting unacceptable behaviour. De Witt (2009) described discipline as an interpersonal concept, referring to the set of rules and norms that define acceptable behaviour. In this study, discipline meant teaching learners to behave appropriately in different situations. Disciplining a learner means teaching him appropriate life skills and rules for living. This involves in a more positive sense not only punishing learners when they break rules but also giving guidance, praise and approval when they demonstrate appropriate behaviour. Curwin, Mendler and Mendler (2008) stressed that good discipline is about doing what is best for learners to make healthy choices, not about making the lives of educators easier. Discipline is sometimes set to protect learners, for example, when learners are told to not fight, steal, or bully each other, it is done to protect them from harm. Oosthuizen (2009) argued that discipline protects learners from the unruly behaviour of their fellow learners. It also protects them against their own waywardness.

Learners with discipline problems: Learners refer to school going children, for the purpose of this study, it refers to secondary school children, that is learners in grades 8 – 12. In this study, learners with discipline problems refers to learners who have demonstrated inappropriate behaviour at school. That is to say, learners who have contravened the school rules.

Assessment: Palomba and Banta (1999) define assessment as a systematic collection, review, and use of information and educational programs undertaken for the purpose of improving learning and development. In this study, assessment would mean collecting information and reviewing how guidance and counselling is used in dealing with learners with disciplinary problems, with the aim of improving learner discipline.

Teacher counsellor / School counsellor: A school counsellor is an educator who works in schools to provide academic, career, university readiness, and personal/social competencies to all learners through advocacy, leadership, systemic change, and teaming and collaborating with other stakeholders as part of a comprehensive developmental school counselling (Coleman & Yeh, 2008). They help to make learning a positive experience for learners. For the purposes of this study, a teacher counsellor is a teacher tasked with teaching Life Skills and the counselling of learners. Teacher counsellors help facilitate communication among teachers, parents and learners to adapt to the school's environment. They should always act in the best interests of each individual learner. In this study, the terms teacher counsellors and school counsellors are used interchangeably.

Counselling: The Ministry of Basic, Education Sports and Culture in Namibia (2001) defines counselling as a relationship between a concerned person and a person with a need. This relationship is usually person to person, although it sometimes may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, as well as through the resolutions of emotional or interpersonal problems. This is the meaning that was used in this study.

Guidance: Guidance is defined as a service or a process aimed at helping learners to understand themselves and the world. The guidance programme consists of four main areas which deal with different aspects of people's lives. These areas are educational, personal, social and vocational guidance (Kandjii-Murangi, Busang, Mphole & Tlhabiwe, 1998). This is the definition that was used in the present study. Guidance assists learners in making informed choices or decisions in their educational, personal and social matters. This is done through the teaching of the subject Life Skills or it can be given to an individual learner who needs guidance.

1.10 Chapter outline

Chapter 1 outlined the background to the study, introduced the statement of the problem and presented the research questions and objectives of the study. Other issues presented here include the significance of the study, delimitations of the study and ended with the clarification of the key terms that are used in the study.

Chapter 2 presents the literature reviewed, which consists of the theoretical framework and conceptual framework. It also gives an overview of the empirical studies related to the present study.

Chapter 3 presents methodologies that are used in the study. It includes the research paradigm, approach, design, population, sample and sampling, instrumentation, data collection procedures, data analysis, validity, reliability and ethical considerations.

Chapter 4 presents, analyses and discusses the results and the findings of the study.

Chapter 5, which is the concluding chapter, presents the summary of the findings and draws together the findings of the study, as well as make recommendations based on the findings of the study. This chapter also highlights the contribution to new knowledge that the study has made and makes suggestions for further research.

1.11 Summary

This chapter covered the background of the study, stated the problem and the purpose of the study. The problem is that the teaching and learning processes are continuously interrupted by learner indiscipline. It seems the disciplinary methods that are used to curb indiscipline are not effective, thus the need to look at the role guidance and counselling can play in promoting learner indiscipline. The problem gave rise to the research questions.

The main research question sought to find out how the role of guidance and counselling promotes learner discipline in secondary schools. Sub-research questions emanating from the study were raised. The chapter also highlighted the delimitations of the study, the significance of the study as well as defined the key concepts that are used in the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to assess the role of guidance and counselling in promoting learner discipline in secondary schools. The purpose of reviewing literature is to determine what is already done that relates to the current study. This chapter highlights the conceptual and theoretical bases for school guidance and counselling in relation to learner discipline and how this relates to the present study. It is worth noting here that very few studies are conducted in Namibia on the current subject. However, a number of studies on the subject were done in other countries, and are discussed here. The first section looks at the theoretical framework, followed by the conceptual framework and lastly the empirical studies are discussed.

The subsequent section presents the theories which informed the study.

2.2 Theoretical framework

Theories help us not only to know what to do, but also to be able to explain our practices. They describe why and how things work as they do (Chibuscós, Leite & Weis, 2005 cited in Porter, 2006). This section gives an overview of the theories on which the present study is based. These are: the assertive discipline theory and the ecological systems theory.

2.2.1 Assertive discipline theory

The assertive discipline theory was developed by Lee Canter and Marlene Canter in the mid-1970s (Charles & Senter, 2005). The CanTERS highlighted the importance of teachers being assertive and setting limits, so that discipline becomes proactive rather than reactive (Chaplain, 2003; Charles & Senter, 2005). The CanTERS defined assertiveness not only in terms of expressing disapproval, but also of teachers communicating their pleasure clearly to learners when they are behaving appropriately (Canter & Canter, 2001). According to Charles and Senter (2005) the CanTERS' model focuses on establishing a classroom climate in which needs are met, behaviour is managed humanely, and learning occurs as intended. Charles and Senter (2005) added that this climate can be accomplished by attending closely to learner needs, formalizing effective class rules of behaviour, teaching learners how to behave properly, regularly giving learners positive attention, talking helpfully with learners who misbehave, and establishing a sense of mutual trust and respect. The assertive approach is based on the philosophy that the teacher knows the way and that the learners need decisive guidance (Jacobs, Vakalisa & Gawe, 2004). Furthermore, when teachers respond assertively, they clearly communicate their wants and feelings to their learners and indicate a willingness to back up their words with actions if necessary (Edwards, 2007).

Canter and Canter suggested steps in managing learner indiscipline which involves, teaching learners the discipline plan, implementing the discipline hierarchy of consequences when rules are broken and invoking consequences. According to Canter and Canter (2001) as well as Charles (2002, p.39-41) the CanTERS suggested the following steps in dealing with learner indiscipline:

- Teaching the Disciplinary Plan
 1. The teacher should explain why the rules are needed.
 2. Specific rules should then be taught.
 3. The teacher should check that learners understand the rules.
 4. Explain how students will be rewarded for following the rules.

5. The teacher should explain why consequences are needed.
 6. The teacher should teach the consequences to bad behaviour.
 7. Last, the teacher should check that learners understand.
- The Disciplinary Hierarchy
 1. The first time a learner disrupts, a warning is given.
 2. For the second infraction, give the learner a time out.
 3. The third time a disruption occurs, provide a time out, longer than in the previous step.
 4. For the fourth infraction, the learner's parents/guardians are called.
 5. The fifth infraction requires that a learner is sent to the principal's office. The severity of the act also determines whether a learner can be sent to the principal's office for the first offence.
 - Invoking the consequences
 1. The teacher should provide consequences calmly.
 2. Consistency is key: Provide a consequence for every time a learner misbehaves.
 3. After a learner receives a consequence, find an opportunity to recognise the learner's positive behaviour.
 4. Provide an escape route for learners who are upset and want to talk about what happened.
 5. For young learners, if he/she continues to disrupt – move in, for example, the teacher can move close to the learner and firmly tell him/her that her behaviour was inappropriate and remind him/her of the corrective actions.
 6. For older learner, if the disruption continues – move out, for example the teacher can ask the learner to step out of the classroom where she reminds the learner of the inappropriate behaviour and possible corrective actions. The teacher should remain calm at all times.

The Canters explain how to take a proactive approach to working effectively with learners. The theory rests on the claim that children need clear limits on their

behaviour, so that they know what they have to do to be successful and feel good when their achievements are acknowledged (Canter & Canter, 2001). Often misbehaviour from learners occurs during unstructured situations, when learners are not clear about what is expected of them and the consequences of their actions. In agreement with this view is Tan (2002) who argued that if learners are fully aware of the boundaries of what is considered acceptable or unacceptable behaviour and the consequences of breaking rules, they are more likely to obey the rules.

To be successful, children and adults need to know what is expected of them. Clear expectations help to create a positive atmosphere by emphasising what is wanted and valued. These expectations create a framework for actively teaching positive behaviour, so that all children can succeed. That is why the use of punishment should be minimised, and the focus of positive classroom discipline should be on proactive efforts to (a) establish the structure and climate for success; (b) effectively teach appropriate behavioural expectations and acceptable ways of getting their needs met; and (c) motivate learners to cooperate through the abundance of positive reinforcements available in the classroom (Rief, 2005). The assertive discipline theory emphasises the importance of rules and consequences in the classrooms.

The main function of classroom rules is to set limits to learners' behaviour and to make them aware of the conditions for success (Charles, 1999 cited in Chaplain, 2003). According to the Canters, a written discipline plan that clarifies rules, positive recognition and corrective actions is needed (Charles & Senter, 2005). The rules should be specific and explicit such as "you are not allowed to beat anyone" rather than vague ideas such as "show respect to other learners" (Charles & Senter, 2005; Edwards, 2008). The classroom discipline plan was suggested as a way of making sure that learners know the rules and what to expect if they violate the rules.

Charles and Senter (2005) further noted that the Canters advise making what they call a discipline hierarchy that lists corrective actions and the order in which they will be imposed. Rief (2005) supports this and asserts that proactive teachers

carefully plan a hierarchy of consequences for addressing misbehaviour and inform learners, parents, and administrators of the classroom discipline plan. Biehler and Snowman (2006) concur with this plan and suggested that the discipline should not include more than five aversive consequences for misbehaviour. Each consequence in the hierarchy is a bit more unpleasant than its predecessor. Thus learners know in advance what kinds of consequences they can expect from misbehaviour. Although there are a variety of consequences that one can use, Biehler and Snowman (2006) suggested avoiding those that might cause psychological and physical harm.

The assertive discipline approach, thus, places emphasis on the concept of rights in the classroom – the right of learners to have teachers help them in a calm, safe environment and the rights for teachers to teach without disruptions (Charles & Senter, 2005). Often, it is not enough to just display class rules. Some learners neither see nor understand the point of following rules. They do not understand that breaking rules can have a negative impact on the teacher and on other learners. It is, thus, important for learners to comprehend the concepts of rights and responsibilities in the classroom and the reason for rules. Learners have to be taught that for every right that they have, they also have a corresponding responsibility to ensure that the rights of others are met. Furthermore, the assertive discipline theory upholds the notion of teaching learners to be obedient to authority and teaching learners how they are expected to behave. Porter (2005) noted that the goal of learner compliance or obedience is to provide psychological safety, to protect children from performing behaviour that they would regret later, and to allow individuals to build on their positive skills.

According to Porter (2005) the Canters also believed that learners no longer respect teachers and education because their homes lacked stability, support and discipline. This is often the case for learners from dysfunctional homes where there are no clear routines – homes in which children are left to look after themselves and discover the world on their own. As a result, many children lack the self-esteem and impulse control needed to choose responsible behaviour. There are many cases where the school is the only major source of stability in a child's life.

Schools are, thus, not only tasked to provide education but also to teach children about acceptable behaviour, morals, discipline and punctuality, issues that should be covered in the guidance and counselling programme.

The technique discussed above works well with most learners. However, teachers often encounter learners who would require additional considerations. These are the difficult-to-handle learners the Canters (1993) described as:

“...learners who are continuously disruptive, persistently defiant, demanding of attention or unmotivated. They are the learners who defy your authority and cause teachers stress, frustration and anger. Many of these learners have severe emotional and behavioural problems. They may have been physically or psychologically abused, or born-substance addicted to alcohol, cocaine, or other drugs. Many of them come from home environments where parents have very little or no control over their behaviours. These are not learners in your class who act up occasionally, they are not ones who once in a while cause you to lose your temper. Difficult learners are those who engage in disruptive, off-task behaviour with great intensity and frequency” (as cited in Charles & Senter, 2005, pp. 36).

Canter and Canter (1993) cited in Charles and Senter (2005), suggested the following strategies that a teacher can use to create an environment that will help difficult learners to achieve: (This is accomplished in three phases, which the Canters call) reaching out to difficult learners; meeting the special needs of difficult learners; and communicating with difficult learners. Explaining the three phases further, Martella, Nelson, Marchand-Martella and O'Reilly (2012, p.10) noted that:

A one-on-one problem-solving conference is scheduled at which the learner and the teacher try to gain insight into the learner's behaviour. The purpose is not to punish the learner but to provide guidance. Second, a relationship is built from the use of positive support. The teacher should show the learner that he or she cares about the learner as a person and should make an attempt to get to know the learner on a more personal basis. The learner must feel that the teacher truly cares about him or her. Finally, an individualized behaviour plan should be developed that is more specialized to the learner's individual needs compared with the needs of the other learners.

Seen from this perspective, this theory is very appropriate for this study as the study assessed the role guidance and counselling has on promoting learner discipline in secondary schools, with the focus on learners with discipline problems. Guidance and counselling would involve reaching out to learners with discipline problems and negotiating to meet their needs to enable them to behave appropriately. Although the assertive theory stems from promoting discipline in the classrooms, it can also be extended to the whole school.

2.2.2 Ecological systems theory

According to Roffey (2011), whatever a child brings with them to school is either intensified by what happens there or modified. Formulated by Bronfenbrenner, the ecological systems theory moves beyond the individual to their local context and the way in which the system in which they are embedded can promote or undermine change (Roffey, 2011; McWhirter, 2007). It states that human development is influenced by the different types of environmental systems.

Bronfenbrenner (1994) noted that “in order to understand human development, one must consider the entire ecological system in which growth occurs”. This system is composed of five socially organized subsystems that help support and guide human growth. They range from the microsystem, which refers to the relationship between a developing person and the immediate environment, such as school and family, to the macrosystem, which refers to institutional patterns of culture, such as the economy, customs, and bodies of knowledge (Bronfenbrenner, 1994). The social contexts in which we develop are ecosystems because they are in constant interactions and influence each other (Woolfolk, 2010).

The ecological systems theory holds that we encounter different environments throughout our lifespan that may influence our behaviour in varying degrees. A distinctive feature of the ecological model is its highly differentiated reconceptualisation of the environment from the perspective of the developing person (Bronfenbrenner, 1994).

The ecological environment is conceived as a set of nested structures, each inside the other. Moving from the innermost level to the outside, the structures are defined below:

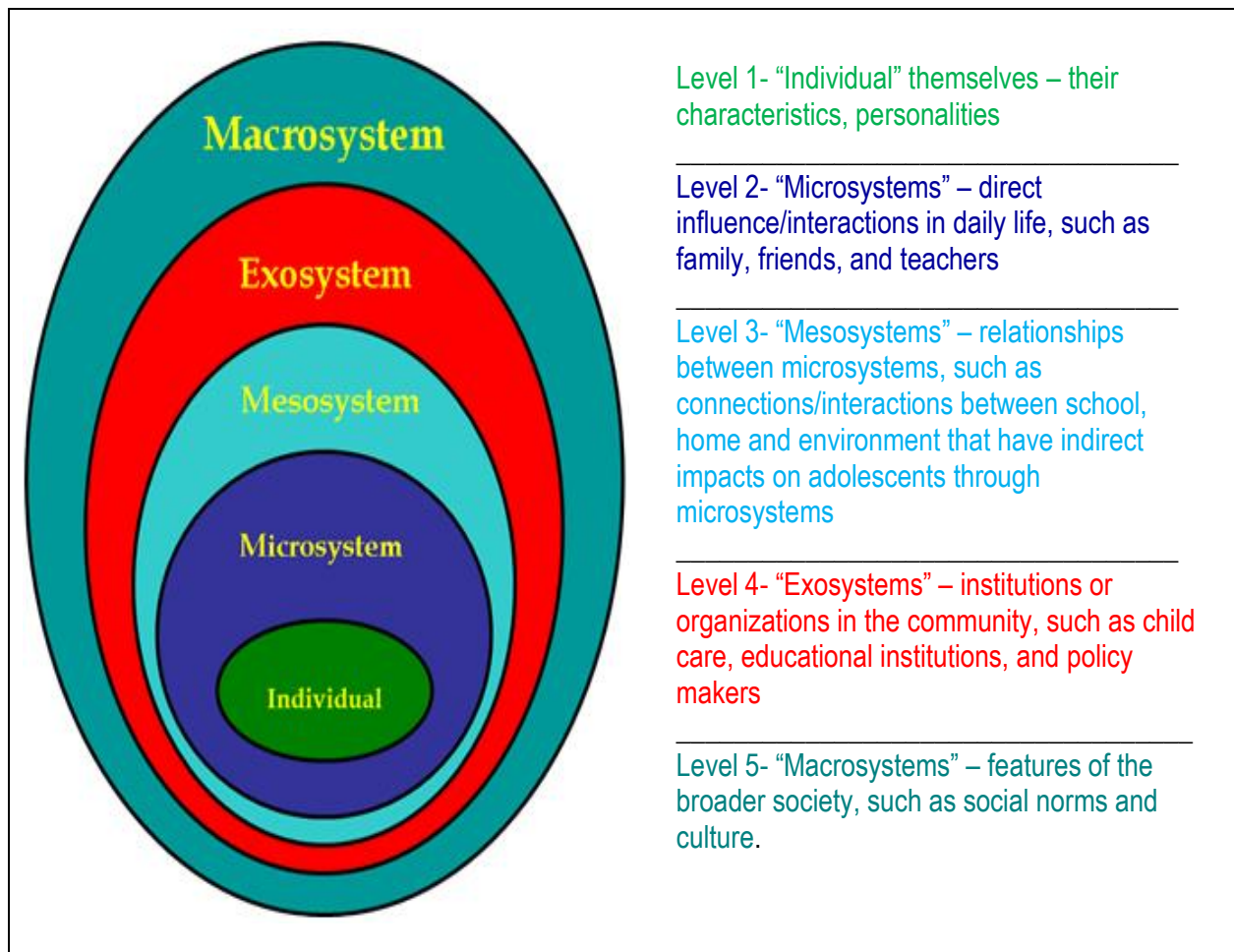


Figure 1: Bronfenbrenner's nested systems

(Retrieved from: <https://reachmilitaryfamilies.umn.edu/book/export/html/1057>)

Microsystem: Bronfenbrenner (1994) defines a microsystem as a pattern of activities, social roles and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social, and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and actively in, the immediate environment. It consists of the people with whom an individual comes into direct contact. Donald et al. (2006) further explain that micro-systems involve roles, relationships, and patterns of daily

activities that shape many aspects of cognitive, social, emotional, moral, and spiritual development.

Figure 1 shows that interactions in the microsystem involve relationships with family members, peers at school and at home, teachers, church, neighbourhood, and caregivers. Interactions within these institutions and groups immediately and directly influence the child's development. How a child reacts to those in his/her microsystem will also influence how they treat the child. Bronfenbrenner (1994) added that it is within the immediate environment that proximal processes operate to produce and sustain development, but as the above definition indicates, their power to do so depends on the content and structure.

Mesosystem: The mesosystem comprises the linkages and interconnections between the microsystems. This includes relations between the family and the school, or relations between the child's peers and the family. What happens in the family or peer group can influence how children respond at school, and vice versa (Donald et al., 2006). Donald et al (2006) gave an example that a child who is not supported by his/her family may experience care and understanding from a neighbour, peer, or teacher. Donald et al. (2006) further explained that in this way, although the lack of support from her family may make her anxious and insecure, interactions with the neighbour, peer, or teacher may, over time, change her sense of insecurity. Sincero (2012) gave an example that, if a child is neglected by his parents, he may have a low chance of developing positive attitude towards his teachers. Furthermore, this child may feel awkward in the presence of peers and may resort to withdrawal from a group of classmates.

Exosystem

The exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the developing person lives (Bronfenbrenner, 1994). Sincero (2012) interpreted it that the exosystem is the setting in which there is a link between the context where the person does not have any active role, and the

context where he/she is actively participating. For example, a child's experience at home may be influenced by the parent's experiences at work. The parent might receive a promotion that requires more travel, which might increase conflict with the other parent and change patterns of interaction with the child. Sincero gave an example of a situation where a child is more attached to his father than his mother. If the father goes away with work for a long period of time, there may be a conflict between the mother and the child's social relationship. It is also possible that the event might result in a closer bond between mother and son. According to McWhirter (2007), the social and economic environment in which children grow is a significant exosystemic predictor of their overall wellbeing.

Macrosystem

According to Donald et al. (2006), the macrosystem involves dominant social and economic structures, as well as values, beliefs and practices that influence all other social systems. Sincero (2010) noted that cultural contexts include developing and industrialized countries, socioeconomic status of the person and/ his family, poverty, and ethnicity. A child, his or her parent, his or her school, and his or her parent's workplace are all part of a large cultural context. Members of a cultural group share a common identity, heritage, and values.

Chronosystem

The chronosystem encompasses change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives (Bronfenbrenner, 1994). In another words, the chronosystem is about the transitions and shifts in a person's lifespan (Sincero, 2010). For example, changes in socioeconomic status of a family which can be brought about by loss of a job by the breadwinner or change in family structure as a result of divorce or death. Such changes inevitably affect children's behaviour.

Bronfenbrenner, (1989) cited in McWhirter (2007) noted that the ecological model makes three explicit assumptions. First, the ecological model assumes that individuals and their environments are continually interacting and exerting mutual influence and, as a result, are constantly changing. Second, the ecological model

assumes that individuals are active participants in their development. Third, the ecological model assumes that the changes in one ecological system may influence changes in systems that are more proximal and distal to the individual.

The present study sought to assess the role of guidance and counselling in promoting learner discipline in secondary schools. The study focused on learners experiencing discipline problems. The ecological systems theory is deemed appropriate as it looks at the influence that different environments have on a developing child, in this case, learners. Woolfolk (2007) noted that the ecological model has at least two lessons for educators. First, influences in all social systems are reciprocal. Second, there are many dynamic forces that interact to create the context for social development.

2.3 Conceptual framework

Miles and Huberman, (1994) define conceptual framework as a visual or written presentation that explains, either graphically or in narrative form, the main things to be studied, that is, the key factors, concepts, or variables, and the presumed relationships among them. Further explaining the conceptual framework, Miles and Huberman (1994) state that the most important thing to understand about your conceptual framework is that it is primarily a conception or model of what you plan to study, and of what is going on with these things and why – a tentative theory of the phenomena that you are investigating. This section presents and discusses the key concepts that are used in the study.

It begins with an exploration of the provision of guidance and counselling in schools. This is followed by a discussion of the concept of learner discipline, which included the types of disciplinary problems and the causes of learner indiscipline. The roles of principals, teachers and teacher counsellors in promoting learner discipline are also discussed here. This ends with an overview of the methods used in managing learner indiscipline, including the use of guidance and counselling in dealing with learner indiscipline.

2.3.1 Guidance and counselling services in schools

Guidance and counselling may be referred to as a range of learning experiences provided in a developmental sequence, designed to assist learners to make choices about their lives and to make transitions to these choices (Guez & Allen, 2000). Myrick (2003) contended that in order to help young people cope with the issues and the challenge of growing up, schools need to have organised guidance and counselling programmes as an integral part of the educational process in schools. The aim is to help learners succeed in all areas of their lives. Guez and Allen (2000) assert that guidance and counselling should prepare learners for adult life as well as help them acquire appropriate attitudes and values that enable them to become productive and active members of their communities. They added that most importantly, the guidance and counselling programme should help young people and children to develop a positive self-image and a sense of identity, as well as establish a set of beliefs and a value system that will guide their behaviour and actions. The following subsection discusses the domains of the school guidance and counselling programme.

2.3.1.1 Domains of the school guidance and counselling programme

The guidance and counselling programme may be categorised into three distinct but interlinked areas: personal and social, educational and career (Myrick, 2003; Mwamwenda, 2004; Lunenburg, 2010). These are discussed below:

2.3.1.1.1 Academic/Educational domain

During the secondary school years, learners, who are mostly adolescents, make the final transition into adulthood and are faced with many educational problems. These problems may include a lack of educational information, wrong choices of educational courses, gender stereotypes in the selection of subjects, poor study habits, difficulty in taking examinations and above all, lacking someone in whom they can freely confide their concerns (Guez & Allen, 2000). Academic/educational

guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life (McLaughlin, Clark & Chisholm, 1996; Mwamwenda, 2004). Areas that are addressed under the academic/ educational domain include: acquisition of study skills, awareness of educational opportunities, appropriate course selection, information about lifelong learning and utilisation of test data (Gysbers & Henderson, 2006). Educational guidance is important because it helps young people to pursue the right type of education, thereby allowing learners to be motivated in order to maximise their contribution to society. Guez and Allen (2000, p.24) noted that educational/ academic guidance is needed in schools because it:

- Assists learners to make informed decisions about their education;
- Facilitates the smooth transition for children from home to schools, from primary school to secondary school and from secondary school to post-secondary school, and to the world of work. The final transition from the educational system to the labour appears to be the most and challenging for learners;
- Helps learners to cope with examination anxiety. Sometimes the fear of failure and craving for the highest grade are a major sources of pressure among learners; and
- Helps learners to develop effective study habits. The learners are assisted to improve their competencies in reading, note-taking, and academic achievement.

Moreover, part of the academic/educational guidance in Namibian schools is the Learning Support Programme which was introduced in schools to ensure that all learners are able to make progress and achieve according to their potentials. The Ministry of Education (2010) in the '*Learning Support Teachers' Manual*' explains that learning support involves planned extra support such as teaching methods and materials that enable learners to reach basic competencies in the different subjects and skills. Teacher counsellors have the responsibility of coordinating the Learning Support programme at their schools. Furthermore, teacher counsellors are expected to counsel learners with

learning difficulties, who also experience emotional/behavioural difficulties (Ministry of Education, 2014). As illustrated in Figure 2, each school should have a functional Learning Support Group, consisting of the principal, selected teachers, Counselling Support Group members and parents.

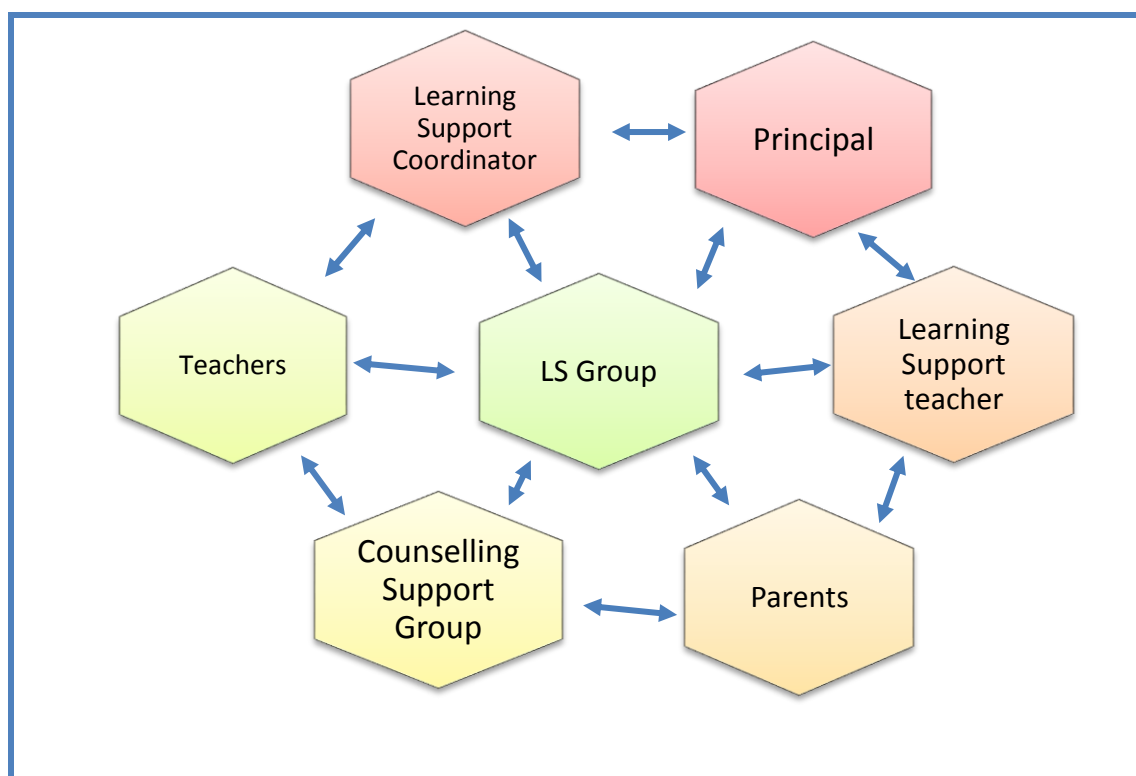


Figure 2: Learning Support organisation (adapted) from the Learning Support Teachers' Manual (Ministry of Education, 2014)

There are also learners who will benefit from academic counselling. Guez and Allen (2000) explain that learners should be assisted at various levels in the educational development by providing academic counselling. Learners are different and as such their needs are diverse. There are learners who are: gifted and talented, low achievers, delinquents et cetera. and all these learners should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular learner, and the preparation of a cumulative record, which is achieved by recording the relevant information of a learner (Guez & Allen, 2000). With the information each learner can be helped to develop a satisfying educational plan.

Many learners experience problems in their academic life because of lack of guidance. All learners will greatly benefit from guidance on study skills, how to manage their time effectively, note taking, examination skills and academic counselling. Learners often suffer anxiety during examination time because they are not prepared as they lack effective study skills and habits. The aim of educational or academic guidance is to assist learners to realise their academic potential.

2.3.1.1.2 Vocational/Career domain

Mwamwenda (2004) states that there is a definite increase in concern about vocational choice among senior secondary school learners as they draw to the close of their school education, as learners begin to think about tertiary education to prepare them for the type of career they wish to pursue. During the last few years of schooling, especially the last two (grade 11-12 in Namibia), many learners experience confusion about life after school. Learners start to think about what they want to become after grade 12. It is important that career counselling is given to learners at this stage to clear up the confusion and uncertainties that learners may be having.

Vocational or career guidance is concerned with equipping learners with knowledge of career opportunities, post-secondary education and educating learners about the importance of positive work habits (Gysbers & Henderson, 2008). Watts (2009) noted that vocational guidance intends to help learners to make educational, training and occupational choices and to manage their careers. Gbenga and Toyin (2014) agreed with both Watts (2009) and Gysbers and Henderson (2008) (by saying) that career guidance means helping learners find their calling or at least suitable career choices where they will be able to practice their potentials to the fullest.

Vocational/career guidance is important because it will help young people to develop the knowledge and skills they need to determine their career paths (Gbenga & Toyin, 2014). Vocational guidance is also important in that it assists

learners in making the best possible vocational choice, one that they are interested in, and have the aptitude for. Furthermore, vocational guidance is essential as it provides information about occupational opportunities and learners become aware of the world of work and the range of available opportunities that exist (Guez & Allen, 2000).

Some of the reasons for vocational guidance as stated by Guez and Allen (2000, p.47) are to:

- Help in placing talent where it is needed, in that learners are assisted in making the best possible vocational choice;
- Strengthen the educational system by providing motivation and meaning to education. This means ensuring that education, curricula and extra-curricular activities are useful, and will eventually result in something important;
- Provide information on occupational opportunities. Learners become aware of the world of work, and the range of available opportunities that exist;
- Encourage learners in decision-making, that is, decisions on the type of life the learner would like to lead depend on his/her interests, values, abilities, skills, and motivation to learn;
- Help learners to deal with a variety of problems. Since the society in which learners live is constantly changing, they have to adjust to change. For example, emphasis should be given to self-employment and job generation;
- Help learners to understand the process of making choices, and of the possible consequences of their decisions; and
- Enable learners to acquire a knowledge of the practical procedures needed for getting a job and progressing in it.

2.3.1.1.3 Social/personal guidance

Social guidance is concerned with the development of adaptive and adjustive social behaviour (Gysbers & Henderson, 2008). Adolescents today face the challenge of growing into mature and responsible adults amidst a maelstrom of many challenges in society. Problems that secondary school learners face include anxiety, stress, sexuality, alcohol and drug abuse, teenage pregnancy juvenile delinquency, suicide, decision making and problem-solving, setting goals and interpersonal relationships (Bor et al., 2002). The HIV/AIDS pandemic which has many children orphaned means some children are growing up without parents to teach them the basic skills that are needed in life. Guez and Allen (2000) emphasised that these personal and social concerns make personal and social guidance a necessity, not only in educational and vocational institutions but also in society as a whole.

The Ministry of Education in Namibia (2010) makes the distinction between personal and social skills by explaining that personal skills develop through increased self-awareness and awareness of others and through structured learning experiences. Social skills on the one hand are skills needed to function well in society and can be summed up as the ability to respect, relate well to, and work well with others in multi-cultural settings and communities (Ministry of Education, 2010). The personal/social domain is primarily concerned with guiding learners about how to behave with consideration of other people. More than the other two domains, the personal/social domain is the one that plays a role in learner behaviour.

2.3.1.2 Delivery of the guidance and counselling services in schools

Guidance and counselling services in schools have long been left in the hands of teachers who were already overloaded with teaching duties and without training in the area of guidance and counselling (Maluwa-Banda, 1998; Egbochukwu & Alika, 2010; Fourie, 2010). Fortunately, for many countries, including Namibia, recent developments have seen the appointment of guidance and counselling teachers

in many schools (Ministry of Education, 2012). Guidance and counselling services are mostly delivered through individual or group counselling and through the guidance curriculum (Hess, Magnuson & Beeler, 2012). The school guidance and counselling services are delivered through the guidance curriculum and through responsive services, and discussed in the following sub-sections.

2.3.1.2.1 The guidance curriculum

Gysbers and Henderson (2006) state that the assumption on which the conception of a comprehensive programme is based is that there is a guidance and counselling content that all learners need to learn in a systematic, sequential way. The school guidance curriculum takes place through structured lessons delivered within the classroom setting designed to enhance learner competencies within a systematically designed, developmentally appropriate curriculum (Hess, Magnuson & Beeler, 2012). Similarly, The American School Counsellor Association (ASCA) (2005) state that the guidance curriculum consists of structured developmental lessons designed to assist learners in achieving the desired competencies and to provide all learners with the knowledge and skills appropriate for their developmental level.

Typically, the guidance curriculum is implemented through classroom activities and school-wide activities (Gysbers & Henderson, 2006). In Namibian schools, this is done through the Life Skills subject. The Life Skills teacher who is also known as the teacher counsellor thus teaches this subject according to the time-table allocation as stipulated in the National Curriculum for Basic Education (Ministry of Education, 2010). Donald et al. (2006) define Life Skills education as education aimed at developing attitudes, skills, insights, and knowledge that facilitate effective living. Similarly, the Ministry of Education of Namibia (2011) states that the purpose of Life Skills is to holistically develop learners and empower them with information to make responsible decisions in life. It provides information to learners about everyday issues they will face at school, at home and in the interaction with the wider community. As of 2016, the subject is offered in Grades 4 – 12. While it

is realized that the development of learners will continue, it is expected that upon completion of the Life Skills curriculum at the end of Grade 12, learners should:

- have a clear idea of their identity;
- apply knowledge in decision-making;
- be able to function effectively;
- be socially responsible;
- be able to apply effective study skills; and
- be able to make a realistic career choice.

(Ministry of Education, 2005, Life Skill 11-12 syllabus, p.1)

The implementation of the guidance curriculum through school wide activities in Namibia is mostly done when teacher counsellors organise events catering for large groups of learners such as career fair at school level. It is also done when schools organise events and invite guest speakers to address learners on issues of concern such as teenage pregnancy, crime, alcohol and drug abuse, et cetera. Gysbers and Henderson (2006) advice that although school counsellors have the responsibility to organise and implement the guidance curriculum, the cooperation and support of the entire staff are necessary for its successful implementation. They added that the involvement of parents or guardians is important in that they should be aware of what is taught, and that they be encouraged to reinforce learnings from the guidance curriculum at home.

2.3.1.2.2 Responsive Services

Gysbers and Henderson (2006) stated that responsive services address the immediate concerns of learners. The purpose of the responsive services is to work with learners whose personal circumstances, concerns or problems are threatening to interfere with or are interfering with their personal, social and/ or educational development. Circumstances, concerns or problems that learners could be facing include bullying, abuse, social exclusion, peer pressure, anxiety, stress, conflict, poor self-image, suicide and teenage pregnancy (Guez & Allen, 2000; Bor et al., 2002). Learners may thus need school counsellors to step in and

help them cope with their circumstances. The involvement of everyone in the learners' life is paramount, from teachers to parents or guardians. It might also be necessary that a learner would need to be referred to outside agencies, depending on the nature of the problem. The learners' needs/concerns may be addressed through group or individual counselling, consultations and referral system as discussed below.

2.3.1.2.2.1 Counselling

Many terms are used to define the act of helping individuals overcome barriers and maximise growth. Hess, Magnuson and Beeler (2012) noted that it is sometimes referred to as counselling, coaching, guiding and or helping. They added that equally, the names of the individuals who provide these services are numerous and range from counsellor, psychotherapist or helper. The names of the recipients of these services also vary and are sometimes referred to as learners, clients or helpee, based on the theoretical models, definitions of counselling, and context (e.g., school, clinic). In this study, the act of helping learners overcome and learn to cope with their situations is called counselling. In the Namibian schools' context, counselling is normally done by the teacher counsellors or Life Skills teachers. It can also be done by any other teacher that a learner trusts or feels comfortable with.

The Ministry of Education of Namibia (2001) defines counselling as a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment. Counselling in the educational system should help boys and girls alike, to develop their capacities to the full. These include intellectual, social, physical and moral capacities. In agreement with this definition of counselling, Hess et al. (2012) describe counselling as a short term service delivered to individuals or groups to increase their adaptive functioning. They added that school based professionals most often focus on helping learner clients function more effectively in the classroom and with their peers. Thus, school based professionals typically provide counselling rather than psychotherapy (Hess et al., 2012). With school based services, it is important to address those issues

that are relevant to the context of a learner's academic, career, or social-emotional functioning within the school (Hess et al., 2012).

Gysbers and Henderson (2006) assert that school counsellors provide individual counseling to learners who are experiencing educational difficulties, personal concerns, or normal development challenges. They added that sometimes school counsellors need to provide small-group counselling to learners who need and may benefit from a small-group setting to address their concerns. Lunenburg (2010) observed that counselling services are designed to facilitate self-understanding and development through small group relationships. He continued to say that the aims of such relationships tend to be on personal development and decision-making that is based on self-understanding and knowledge of the environment. Counselling, thus, helps people to grow by learning to make their own decisions.

It is important that through counselling, individuals, in this case – learners – are helped to make their own decisions. Parents, teachers and counsellors should encourage learners to solve their own problems and make their own decisions and take responsibility for the outcomes. This approach requires that people are: (i) in possession of information on which to base their decisions (ii) able to weigh the pros and cons, and to some extent (iii) able to predict the possible outcomes (Ministry of Education, 2001).

The ever growing behavioural complexity of society, coupled with social problems such as HIV and AIDS have seen the number of learners who would require counselling in order to function successfully in school increase. Hess et al. (2012) noted that many learners who come to school have very complex needs and reported that a survey carried out in America in 2005-2006 showed that of the roughly seven million youth who received services for emotional and problems, 12 percent received those services in the schools. Young people have problems that call for counselling, thus the need for counselling in schools has become unavoidable in order to promote the well-being of learners. Learners are faced with serious issues such as the divorce of their parents, death of a parent/s, abuse,

suicide or teen pregnancies. These are but a few of the issues that learners face on an everyday basis.

Some of the problems faced by learners can be addressed through individual counselling or group counselling. Mwamwenda (2004) noted that group counseling involves a group of young people working together under the leadership of a counsellor with the objective of solving personal and/ or interpersonal problems. With individual counselling on the other hand, the counsellor deals with one person at a time. The Ministry of Education of Namibia (2001) lists the main functions of counselling for learners in schools as to:

- give comfort and support;
- listen and provide learners with someone to talk to;
- help learners to cope by offering hope and showing care; and
- provide information and make referrals when necessary.

2.3.1.2.2.2 Consultation

Consultation is an interactive process that school counsellors provide to help parents or guardians, teachers, and administrators to address the academic, personal/social and vocational/career needs of learners (Gysbers & Henderson, 2006). School counsellors thus consult with school personnel and outside agencies about how best to help an individual learner. Wright (2012) asserts that school counsellors should contribute their personalised knowledge and skills to improve the school and its programmes and help individual learners by working in partnership and collaboration with other professionals. Wright (2012) added that the school counsellor must always be collaborative, working in parallel with the person being assisted, while avoiding being prescriptive and directive. Like with all the components of the guidance and counselling programme, the aim of consultation is to ensure that learners are assisted accordingly.

2.3.1.2.2.3 Referral

School counsellors use referral sources that deal with crises such as suicide, violence, abuse, neglect and illness (Gysbers & Henderson, 2006). In Namibia, the referral sources may include hospitals for health related difficulties, Women and Child Protection Unit for abuse related matters, churches, social services, et cetera. As with consultation services, referrals involve the school counsellors interacting with others for additional assistance, consultation and collaboration with parents, teachers, other educators and community organisations (ASCA, 2005).

In Namibia, over the years, structures have been put in place to ensure that learners whose individual circumstances interfere with their development are receiving the necessary support. The Figure 2 presents the structures that are put in place by the Ministry of Education to ensure the provision of guidance and counselling to learners.

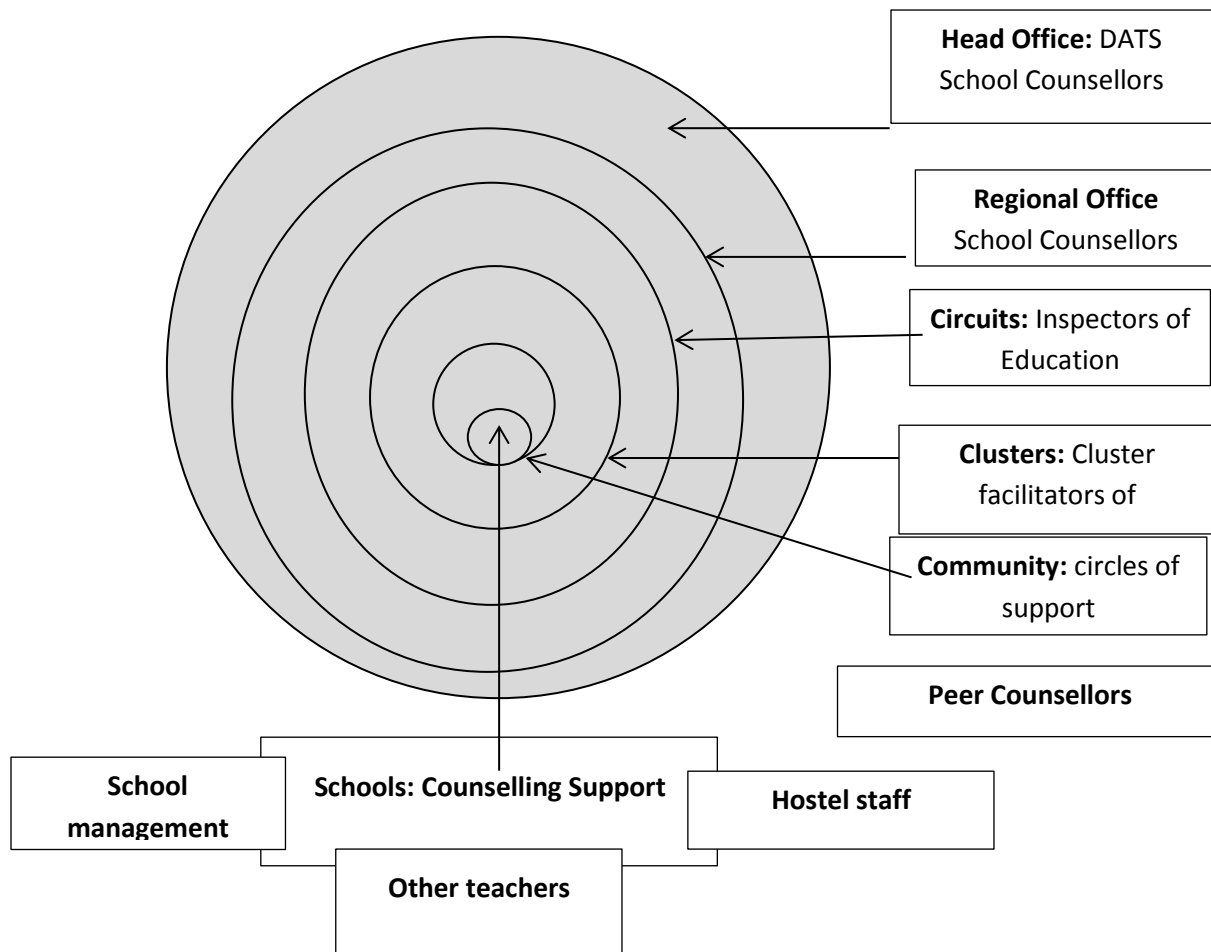


Figure 3: Structures used for the establishment, implementation and strengthening of the counselling and support programmes for learners in Namibia – Ministry of Education of Namibia (2005)

The school counsellors at the Ministry of Education headquarters from the directorate: Programmes and Quality Assurance (PQA) subdivision Diagnostic, Advisory and Training Services (DATS) have the overall responsibility of guidance and counselling services in schools in the country (Fourie, 2012). They are mostly responsible for the professional development of the School Counsellors who are based at the regional educational offices. Severe cases are sometimes referred to School Counsellors at the Head Office. Among these School Counsellors at the Head Office are: Educational Psychologists, Audiologists and Speech Therapists.

Regional Schools Counsellors (RSC) have the responsibility of training school based counsellors also called teacher counsellors. Learners with severe problems are often referred to the RSC. They also have the responsibility of liaising with line

Ministries and other agencies. At circuit level are Inspectors of Education (IoEs) who have the overall responsibility of making sure that all programmes are implemented in schools, including the guidance and counselling programme.

At cluster level are Cluster Facilitators for Counselling (CFC). The idea was that each cluster should have a CFC, who would convene regular meetings with teacher counsellors in their clusters (Ministry of Education, 2006). The aim for such meetings will be to share ideas, to jointly engage in problem solving and to mutually support each other (Ministry of Education, 2006). Mbongo (2013) reasoned that teacher counsellors would benefit from regular meetings with other teacher counsellors for developmental purposes in order to improve their counselling skills. Furthermore, such meetings would help teacher counsellors to stay motivated, to curb isolation and to be able to benefit from the experiences of other teacher counsellors. With peer support, teacher counsellors will give informal support to individual teacher counsellors requesting help with specific problems.

At school level is the Counselling Support Groups (CSG), working together with the school management, teachers and hostel staff on implementing guidance and counselling services at the school. Playing an important role at the school level are teachers, whose roles in the guidance and counselling programme include helping to identify learners who need special attention more effectively and efficiently. Myrick (2003) states that teachers are very important to the successful running of guidance and counselling services at schools as they have the responsibility of following up with advisees regarding academic progress, grade reports, discipline referrals, special concerns and general information.

In addition, teachers have the responsibility of getting to know learners' parents and working as a liaison between home and school, facilitating communication as well as seeking help for learners whose needs are beyond the limits of the classroom guidance and consulting with school counsellors and other school personnel regarding the guidance and counselling needs of learners (Myrick, 2003).

These support structures were put in place to enable the Ministry of Education in Namibia to achieve the vision of counselling in Namibian schools, which is that “*every learner with a problem will have someone to talk to, and that every learner with a big problem will have someone who can support*” (The Ministry of Education, 2005).

2.3.1.2.2.4 Individual planning

According to Gysbers (2009), individual planning assists learners in planning, monitoring and managing their personal and career development, with the purpose of helping learners in planning for their education and careers as well as goal-setting. The ASCA national mode (2005) noted that school counsellors coordinate ongoing systemic activities designed to assist learners in establishing personal goals and developing future plans. Gysbers (2009) noted that the individual learner planning is implemented through the following strategies:

Individual appraisal: school counsellors help learners to assess and interpret their abilities, interests, skills, and achievement. Test information and other data are often used in order to help the learner to develop short-term and long-term plans. These plans should be continuously revised. In Namibian schools, learners’ cumulative record cards should be used in guiding learners make appropriate choices and plans.

Individual advisement: School counsellors advise learners using personal/social, educational/academic, vocational/career information in planning for and realising their personal, social, academic and career goals. The involvement of learners, parents and the school in planning learners’ programmes that meet their needs is critical.

Guidance and counselling services in schools is thus important for learners’ educational, career and personal/social development. Too often schools focus on academic performance, while neglecting the well-being of their learners. Lumpkin (2008, p.45) said it well by saying:

These are challenging times for education. The public holds schools and teachers more accountable for learner learning as demonstrated by everyone's expectations for stronger learner performances on standardized tests and higher pass rates. Unfortunately, increased emphasis on reading, mathematics and science to prepare learners for global technological, and information-based market place seems to relegate the general well-being of learners to a low educational priority.

Ramakrishnan and Jalajakumari (2013) noted that as an important component of any type and any level of education, the absence of guidance and counselling services in today's school system has led to the unprecedented rise in crime, violence, deterioration of values, wrong career choice, and wrong subject combination. The subsequent section discusses the concept of learner discipline.

2.3.2 The concept of learner discipline

The issue of learner discipline in schools is a major problem that many educators the world over face. In defining discipline, Drescher (1991) cited in de Witt (2009) stated that discipline means to teach, to train and to coach. De Witt (2009) described discipline as an interpersonal concept, referring to the set of rules and norms that define acceptable behaviour. Martella, Nelson, Marchand-Martella and O'Reilly (2012) assert that discipline is really just about teaching learners how to behave appropriately in different situations.

Curwin et al. (2008) stressed that good discipline is about doing what is best for learners to make healthy choices, not about making the lives of educators easier. One thing these authors have in common when describing discipline is that it is about teaching learners to behave appropriately. Disciplining a learner means teaching him appropriate life skills and rules for living. It does not say anything about punishing learners. It is not punishment, although punishment is one possible way of disciplining learners (Martella et al. (2012). Furthermore, Oosthuizen (2009) argued that discipline protects learners from the unruly behaviour of their fellow learners and protects them against their own waywardness.

Learner discipline is a prevailing problem facing educators. Edwards (2008) contends that discipline, along with drug abuse, remains the single most common and pernicious problem educators face in their day-to-day teaching. Donald et al. (2006) concur that when discipline problems occur, teaching and learning becomes difficult. Learner discipline problems do not only disturb the teaching and learning process, but it is a contributing factor to teacher stress. A principal of a secondary school in Namibia quoted by Nanuhe (2014) stated that indiscipline was one of the biggest push factors that drive teachers away from teaching. Learner indiscipline was reported to be one of the contributing factors to teachers leaving the teaching profession. In order to understand the concept of learner discipline, one needs to establish the disciplinary problems that schools encounter, the possible factors that lead to learner indiscipline, the role of educators in maintaining discipline and the methods of dealing with learner indiscipline in schools. The following sub-sections present these issues.

2.3.2.1 Types of disciplinary problems

Learner discipline problems or challenging behaviours range from infrequent to frequent, mild-to-severe. There is however no denying that even what can be considered as minor offences can lead to classroom or school disruptions if not attended to accordingly and timely. Marais and Meier (2010) noted that misbehaving learners and disciplinary problems are a disproportionate and intractable part of every teacher's experience of teaching. Teachers all over the world face the challenge of maintain discipline in their classrooms.

Learner indiscipline takes place in the classroom, in the school premises and outside the school premises. According to Edwards (2008), school problems include those that relate to academics as well as extracurricular activities, school rules and procedures, and personal relationships. Disciplinary problems or indiscipline acts can thus be described as learner behaviours that disrupt the teaching and learning processes and contravene the school rules and procedures.

Levine and Nolan (1996) cited in Marais and Meyer (2010), describe learner indiscipline as behaviour that:

- Interferes with the learner's own and other learners' learning and thus deters the teacher from carrying out his/her duties;
- Disrupts the day to day functioning of the school;
- Jeopardises the right of staff and other learners' safety and orderly environment;
- Has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and
- Is likely not to be responsive to the usual range of interventions used by the school to address learner indiscipline.

Chaplain (2003) and Edwards (2008) listed some common learner misbehaviours to include, disruptive talking, avoidance of work, intentionally disrupting teaching activities, harassing classmates and/ or the teacher, insulting classmates and/ or the teacher, rudeness to the teacher, defiance, and hostility. Similarly, Rosen (1997) listed defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft and leaving school without permission. Like the authors and researchers cited above, McEwan and Damer (2000) also discussed the disciplinary acts affecting schools and mentioned the following behaviour problems to be the most common in many schools: leaving the school premises without permission, physical aggression and violent behaviour, inappropriate language, talking out in class, non-compliance with the teacher's requests and directions and non-disruptive disorganised behaviours. These are discussed as follow:

Leaving the school premises without permission

When a learner is absent from school without an excuse by the parent or guardian, or if the learner leaves school or class without the permission of those responsible for giving permission, it is considered an unauthorised absence and the learner is considered truant (Seeley, 2006). Bicknell (1999) cited in Kanga and Jagero

(2015) simply defines truancy as any absence from school which is not authorised by the school. Many schools have rules that prevent learners from leaving the school ground without permission. This is usually done for the safety of the learners. McEwan and Damer (2000) explain that it is a dangerous behaviour that puts school staff in legal jeopardy. Kanga and Jagero (2015) carried out a study in some secondary schools in Kenya and found that:

The effects of truancy are poor academic performance for the truants, their class and school, wastage of learning time, dropping out of school, poverty to the individual and family in future, involvement in delinquent behaviour, family instability, social maladjustment and insecurity in the family.

Leaving the school without permission is thus one of the disciplinary problems that schools are facing.

Physical aggression and violent behaviour

The acting out behaviour of aggressive learners can be categorised into three general categories: verbal aggression, physical aggression and vandalism (Smith, n.d.). Physical aggression is displayed through kicking, hitting, spitting, biting, tripping, choking or throwing materials with the purpose to do harm either to a person or to objects (Smith, n.d., McEwan & Damer, 2000). Fighting in particular seems to be common among learners (Rosen, 1997; Donnelly, 2000; Sun & Shek, 2012). Acquah, Lloyd, Davis and Wilson (2014) opined that in general, schools are to be places where learners' socio-emotional and psycho-social wellbeing are promoted; however, recent research findings suggest that school environments are increasingly becoming common sites of physical aggression.

Myrick (2003) noted that schools should be havens where learners and teachers alike can engage in teaching and learning activities without concern for their safety. He added that, in reality, today's schools are experiencing the violence that is widespread in society. In Namibia, reports of violence (especially fighting) among learners are common. Some incidences have resulted in serious injuries and even death. A study conducted in Namibia about the prevalence of physical

fighting among school going adolescents found that the prevalence of having engaged in a physical fight among in-school adolescents in Namibia was 50.6% (Rudatsikira, Siziya, Kazembe & Muula, 2007). The study further found that having engaged in physical fighting was associated with cigarette smoking, alcohol and illicit drug abuse, and was negatively associated with parents' supervision. Another study on physical fighting was carried out in Ghanaian schools and found that 32% of school going adolescents in Ghana had engaged in physical fighting during a one-year period of recall.

There are many reasons why children become aggressive and violent. Smith (n.d.) mentioned the following as causes for aggressive behaviour in children.

- Modelling: children observe how the adults in their lives, i.e. parents, teachers behave. Threats from parents, yells and reprimand by teachers and violence among peers and the media also play a role.
- Peer reinforcement: The need to please peers plays a big role in secondary school learners as they seek for approval from peers. Behaviour, such as fighting is reinforced by peers when they take sides or cheer for the individuals who are fighting, further increasing the aggressive behaviour.
- Social skills deficit: Because of the factors in the society and the home circumstances, some children lack the social skills necessary to deal with stressful situations in an assertive manner rather than aggressively.
- Low self-esteem: A person with a low self-esteem thinks lowly and poorly of themselves. Often, such people act out in anger and are thus prone to misbehaviour.

Use of disrespect and /or threatening language

McEwan and Damer (2000) noted that this category includes swearing, threats, name calling, demeaning comments, verbal insults, or obvious rude comments that are not appropriate in the classroom setting. It can also be characterised by emotional outbursts, temper tantrums, yelling and lashing out (Linsin, 2010). The actions may be directed to the teacher or to other learners.

Talking out in class

Experience has shown that this is one issue that many teachers have faced in their teaching careers. It includes learners speaking out without permission during a time when the teacher's rules clearly specify that learners must be quiet (McEwan & Damer, 2000). It may also include interrupting the teachers or another learner who was given a chance to speak.

Noncompliance with the teacher's requests and directions

This is when learners openly refuse to carry out instructions or directions given by the teacher. It may include a learner putting his/her head on the desk in response to the teacher's request to work, verbally refusing to follow the teacher's instructions, or physically refusing to follow the teacher's directions to move (McEwan & Damer, 2000).

Non-disruptive disorganised behaviours

The last category of types of indiscipline problems discussed by McEwan and Damer (2000) is that of non-disruptive disorganised behaviours. Although minor in comparison to the other categories, they also have the power to disturb the teaching and learning processes. They include habitual failure to complete homework, slow rate of work completion, excessive dawdling during change of periods and failure to follow more complicated instructions.

These are the types of disciplinary problems encountered in schools. How schools manage them determines the progress that both educators and learners can make regarding the purpose of schooling.

The next subsection looks at the possible causes of learner indiscipline.

2.3.2.2 Factors contributing to learner discipline problems

Often educators are at a loss as to what to do about learner misbehaviour. Waller (2008) posited that effective teachers know that in order to truly help a learner to change an inappropriate behaviour, they have to find out the root causes and consider the core of the problem. It is often difficult to determine exactly why a certain learner is misbehaving. As a result, numerous authors have suggested various reasons as to why indiscipline occurs. Naker and Sekitoleko (2009) advanced that just as children have basic needs, they also have emotional and psychological needs. For children to develop to their full potential, these emotional and psychological needs must be met. In accordance with Maslow's hierarchy of needs, learners have a strong desire to belong to groups, i.e. family, friends and relationships. Learners also have esteem needs i.e. achievement, mastery, independence, status, self-respect and respect from peers (Naker & Sekitoleko, 2009). Often, if these needs are not met, children start to behave inappropriately. For example, a learner might behave in a certain manner in search of recognition and respect from peers.

Mendler et al. (2008) agree with this view and list four categories into which every learner who misbehaves fits. They believe that lack of awareness in a learner may lead to misbehaviour. They also mentioned that when learners believe that they are stupid or hopeless, indiscipline may also occur. The desire to look good in front of peers and the need to look for attention may also lead to learners' indiscipline.

Kottler and Kottler (2008) pointed to the following factors as possible causes of learner indiscipline, and noted that learners often misbehave because they:

- are probing boundaries;
- are mimicking the actions of others;
- have a strong curiosity or interest in something;
- desire attention;
- desire power;
- are bored and frustrated;

- have an emotional reaction to something that has happened outside of the classroom;
- feel their dignity is threatened;
- have difficulty handling disagreements;
- have an egocentric personality;
- lack self-control (impulsiveness);
- are unclear about directions or expectations;
- lack basic academic or cognitive skills;
- have a low tolerance for frustration;
- experience peer pressure or the need for group belonging;
- experience peer pressure that reinforces the behaviour; and
- have an underlying emotional, physical, psychological or learning difficulty.

Similarly, Charles (2002) agrees that most learners do not misbehave because they consider it the thing to do, listing egocentrism, threat, provocation, fear, boredom, hopelessness, frustration or feeling isolated, as the main factors.

It is, thus, important that educators are aware of these and deal with them effectively, instead of contributing to them. In agreeing with this, Edwards (2008) noted that educators often contend that problems in school stem from children's experiences at home or in society at large. He added that schools must also take responsibility for some of these problems. Some learners might be experiencing serious problems such as death, abandonment, and various forms of abuse, as a result, the frustrations encountered by some learners regarding these matters may result in extreme reactions.

Many of the discipline problems that educators face from learners are an outgrowth of problems at home and in society at large. It can also be a result of conditions and administrative procedures in the schools. It is thus critical to understand the causes of learners' ill-discipline, so that appropriate interventions can be used (Harris & Goldberg, 2013). When you do not consider the reason why a learner misbehaves, the intervention could sometimes make the behaviour

worse. Harris and Goldberg (2013) state that many if not all of these factors can be reduced. When a learner behaves inappropriately, we tend to see the learner as the problem and claim that he is at fault. Thus the solution to the problem is directed to the individual learner and usually involves punishment, removal (suspending or expulsion), or at best counselling (Donald et al., 2006). Although educators can do little to change influences outside the school that promote learner's misbehaviour, by understanding these outside influences, they can be better prepared to manage the discipline problems that result. Below is a brief look at some of the causes of learner discipline problems:

2.3.2.2.1 The role of the home/society

Society, without a doubt has a significant role in promoting school discipline. Van der Westhuizen (2007) noted that the education system is inevitably linked to the society. Learners are all part of the society, and their behaviour will reflect the values and norms of the society. Social influences may be pervasive because of parental neglect or because of the nature of the family's role in child rearing (Edwards, 2008). Issues that may influence a child's behaviour are: gang activity and drugs, peer pressure, technology, racial and class conflict. He adds that teenagers are particularly vulnerable to influences of the society.

Learners often bring problems to school, which often originate in other areas of their lives. It is important to remember that learners who are challenging are the ones who have their own problems outside of the classroom or school (Harris & Goldberg, 2013). Perhaps the largest single influence on children is the quality of their home life. Learners' home experiences have influence on their behaviour. Donald et al. (2006) asserted that in all societies, the family should be the basic source of security, support and guidance for the physical, emotional, cognitive, moral, social, and spiritual development of the children. However, in many African countries, the HIV and AIDS pandemic, combined with the adverse effects of poverty has led to the deterioration of the family's role. As a result, societies have

undergone major shifts in values and traditions, which affect how children are cared for and ultimately affect their behaviour.

The extended family has been replaced by smaller nuclear units in a multitude of configurations (Edwards, 2008). Single-parent families, two-working-parent families, two-mommy or -daddy parents, blended families, and one-and two-child families as well as child-headed households are likely to exist in just about every community (Edwards, 2008; Hoaeb & Iiyambula, 2008). Rosen (1997) observed that amid constantly shifting family patterns, a discipline problem is often symptomatic of anxiety and insecurity. Learners are coming to school more concerned for their basic security needs than for learning. Jensen (2009) pointed out that strong, secure relationships help stabilise children's behaviour and provide the core guidance needed to build lifelong social skills.

According to Edwards (2008), if parents spend little time at home or when parents are absent, children may seek unsuitable social experiences elsewhere, experiences that sometimes have devastating consequences. Such children then identify with what are often short term goals and values of a particular peer group which, in turn, may cause specific social problems (e.g. drug abuse, violence and problems related to sexuality). Furthermore, factors such as divorce, poverty, death as well as physical and mental abuse, can adversely affect children's ability to function properly (Donald et al., 2006). In supporting this view, Roffey (2011) indicated that children from severely dysfunctional families in particular face enormous adjustment problems at school, and often it is these children whose behaviours are most challenging. These children are more likely than their peers to face adjustment problems at school.

2.3.2.2.2 The role of the school

Learners spend a lot of time at school every day. It is only natural that in addition to the academic life, they also form social relations. These relationships are complex, they make friends, sometimes conflicts arise and interests are shared.

Aspects of these social relationships between learners often spill over into the lessons (Kyriacou, 1998). There are times when schools are the source of learner indiscipline. In fact, schools may not only promote misbehaviour in learners, but may also create conditions that put children at risk (Biehler & Snowman, 2006; Edwards, 2008). Often educators consider learners to be the cause of school discipline problems. Edwards (2008) is of the opinion that many learners' behaviour should be looked on as normal reactions of learners to deficiencies in the school as an institution and to teachers and administrators as directors of the educational enterprise. In agreement with this view, Biehler and Snowman (2006) stressed that learners' misbehaviour is seen as a natural response to schools that are too large, impersonal, and competitive; that do not enforce rules fairly or consistently and because schools sometimes use punitive ways of resolving conflict.

Poor teaching methods by teachers are also causes of learner indiscipline. Sometimes learner discipline problems also occur when teachers fail to encourage the development of independent thinking patterns in learners (Edwards, 2008). This causes learners to not fully grasp the content of the lesson and often leads to failure. Mendler et al. (2008) stress that some behaviour problems that lead to aggression occur because learners fail early on and then give up. They added that teachers should offer positive comments about performance, ensure success by giving choices, highlight efforts and praise mistakes and focus on the positive in order to ensure success. Tan (2002) also shares the same view and maintained that if the teacher makes an effort to create a tension-free atmosphere in the classroom, presents his/her lessons in a lively and interesting manner and demonstrates a passion and enthusiasm for the subject matter, learners are likely to be interested and attentive

Kaiser and Rasminsky (2010) noted that children with discipline problems often find themselves being rejected by their peers – that is not liked, ridiculed and left out of activities. For adolescents who crave for peer approval and being accepted, these experiences wound their self-esteem and self-confidence, leave them isolated and depressed, and deprive them of opportunities to develop and practice

the social skills they desperately need (Kaiser & Rasminsky, 2010). Such children then learn to expect rejection and may even discover that the best defense is a strong offence and strike out pre-emptively to protect themselves (Moffitt, 1997 as cited in Kaiser & Rasminsky, 2010). This way the learner's discipline problem is thus made worse. How the school responds to the behaviour could further determine if the learner's discipline problem gets worse or improves for the better.

Schools cause learner discipline problems when teachers and administrators use discipline procedures that promote misbehaviour (Edwards, 2008). He added that the method of correcting learner indiscipline used by teachers and administrators may itself contribute to discipline problems. The most common ways of dealing with learner discipline problems is punishment (Rosen, 1997), and adds that punishment actually stops the learning process. The aim is to have learners who behave well not because they are frightened, but because they respect authority and desire to belong. A large part of these punitive ways includes corporal punishment. Cognani (2004) quoted in Mthanti and Mncube (2014) argues that the use of violence as a disciplinary measure does not set the appropriate example, because children learn that acts of aggression are a means of solving problems.

2.3.2.3 The role of principals, teachers and teacher counsellors in learner discipline

Maintaining discipline at a school calls for the involvement of all stakeholders in education. It is thus important that they all play their role if the purpose of schools and thus of education is to be realised. This section looks at the role of principals, teachers and teacher counsellors in promoting learner discipline.

2.3.2.3.1 The role of principals in learner discipline

The school principal, as the Head of the school, has the responsibility of making sure that his/her school is successful. This includes maintaining discipline for both

teachers and learners. McEwan and Damer (2000) assert that dealing with learner indiscipline can be the most frustrating and time-consuming aspect of being a principal, or it can be one of the most rewarding and satisfying experiences. They added that the difference lies on how the principal approaches/handles problems. Principals of well-disciplined learners are usually highly visible models. This implies that the principal does not spend all his/her time in the office, but makes time to walk around the school engaging the teachers and learners. This allows the principal to informally monitor possible problem areas.

Principals play an important leadership role in establishing school discipline through effective administration and personal example. According to Chaplain (2003), the Head of the school along with the management team, are charged with the strategic planning, determining the direction of the school (leadership) as well as organising the day-to-day running of the school (management). Chaplain (2003) added that at the hub of the management team is usually the head, who is perceived as being responsible for providing leadership; strategic planning; setting priorities and the tone of the school; safety and security; motivating the staff; plus, overall responsibility for learners' behaviour. In line with this view, Kiprop (2012) noted that the principal sets the tone and morale of the school and has a remarkable influence over the teachers and learners.

As the Head of the school, the principal is responsible for all the programmes at the school. This includes the guidance and counselling programme, which heavily depends on a strong leadership from the principal and the whole management of the school. According to Myrick (2003, p.53-54) the role of the school principal in guidance and counselling is to:

- provide administrative support and encouragement;
- participate actively in defining and clarifying the guidance and counselling assignment and role;
- provide adequate time, space, facilities and materials needed to implement the programme;
- consult with the guidance and counselling committee regarding the organisation, monitoring and evaluation of the programme;
- see that guidance and counselling services are implemented;

- help identify guidance and counselling needs in the school;
- recommend possible guidance or counselling interventions, and on occasion;
- co-lead a guidance or counselling activity with a teacher or counsellor;
- establish supportive and cooperative working relationships among administrators, school counsellors, teachers and other learner service specialists; and
- consult with the guidance and counselling committee regarding special issues, concerns, or problems that develop among learners and school personnel.

Whether or not a school uses guidance and counselling in dealing with learners' indiscipline is also dependent of the principal. As it can be seen from the roles mentioned above, the overall success of the guidance and counselling programme in the school depends on the interest and support of the principal.

2.3.2.3.2 The role of teachers in learner discipline

A teacher plays a leading role in the classroom. Krishnan (2006) asserts that a teacher's personal approach to everything and everyone in the classroom determines the atmosphere created in that room. Consequently, the atmosphere determines classroom experiences, including whether teaching and learning takes place successfully or not. Cowley (2001) argues that one of the most essential characteristics of a good teacher is his/her ability to manage learner behaviour so that teaching and learning can take place.

Teachers do much more than present content and information to learners. In agreement with this, Kottler and Kottler (2008) explained that a typical teacher's day might involve breaking up a fight, consoling a learner whose feelings have been hurt, help a learner resolve a personal problem, lead a heated discussion about a provocative issue; meet a distraught parent; and offer comfort to a variety of others who are feeling sad, lonely, anxious, frustrated, angry or depressed. In addition to this, a large part of a teacher' day involves controlling and maintaining learner discipline in the class. This is important because for effective teaching and learning to take place, the teacher needs to maintain order in the class. Biehler

and Snowman (2006) argued that in many instances teachers spend a significant amount of class time dealing with misbehaviour, rather than teaching and learning, either because learners are never told what is expected of them or because rules and procedures are not communicated clearly.

It is also a common fact that many teachers struggle to maintain discipline in their classes. Kyriacou (1998) maintains that the most important point to bear in mind in considering discipline is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to do with how a teacher deals with learner misbehaviour itself. Teachers should thus be careful when dealing with misbehaviour and avoid making the problem worse. Some teachers unintentionally contribute to learner misbehaviour by winding the learners up, being rude, being confrontational, being bad tempered and being negative (Cowley, 2001).

Teachers who are effective classroom managers establish rules and procedures and organise activities to help keep learners productively engaged. These teacher activities prevent discipline problems (Schunk, Pintrich & Meece, 2008). Biehler and Snowman (2006, p. 482-485) suggested the following techniques for managing classrooms and contributing to positive discipline of learners:

- Show you are confident and prepared for the first day of class;
- Think ahead about how you plan to handle classroom routine, and explain basic procedures the first few minutes of the first day;
- Establish class rules, call attention to them, and explain why they are necessary;
- Begin classwork the first day with an instructional activity that is clearly stated and can be completed quickly and successfully;
- During the first weeks with a new group of learners, have them spend most of their time engaging in whole class activities under your direction;
- Give clear instructions, hold learners accountable for carrying them out, and provide frequent feedback;
- Continuously demonstrate that you are competent, well prepared, and in charge; and
- Be professional but pleasant, and try to establish a businesslike but supportive classroom atmosphere.

In support of the above techniques, Harris and Goldberg (2013) emphasized that in dealing with learners with challenging behaviour, effective teachers first and foremost think about how they can provide the learner with structures, interventions and supports so that the learner learns skills to improve in the future. Teachers should thus have a plan of specific interventions. Effective teachers know that in order to truly help a learner to change an inappropriate behaviour, they have to get to the root causes and consider the core of the problem (Waller, 2008). It is always good to remember that some learners' behaviour might be as a result of emotional problems or reactions to bad experiences. They may thus benefit from seeing a specialist or a counsellor who might be able to identify and help resolve the causes for the behaviour (UNESCO, 2001).

2.3.2.3.3 The role of teacher counsellors in learner discipline

The presence of teacher counsellors in schools has become a necessity as schools become heavily dependent on them for various duties. The role of a teacher counsellor has extended from teaching the Life Skills subject and counselling of learners to that of creating a positive atmosphere in the school. The teacher counsellor works with all stakeholders to create a conducive teaching and learning environment. The teacher counsellor thus works to keep the interactions between learner-to-learners and learner-to-teachers positive and professional (Wright). A positive school climate is important to the overall safety of the learners and teachers alike. Hernandez and Seem (2004) noted that schools with positive school climates have been found to be safe because acts of violence are minimal.

Hernandez and Seem (2004) noted that teacher counsellors work with learners to address educational/academic, vocational/career and personal/social needs and with parents, teacher counsellors provide resources and training on dealing with children with emotional and behaviour problems and serve as an important referral source; they also engage with teachers regarding learner behaviour and discipline and in co-ordinating school wide programmes to promote learner discipline.

In America, where the school counselling movement originated, the school counsellor has specialised training and skills in promoting appropriate behaviour and preventing disruptive learner behaviour (ASCA, 2013). In Namibia, one of the conditions in place is that teacher counsellors should not be members of the Discipline Committee (DC). The role of the school counsellor in learner discipline is not that of a disciplinarian, but should be that of a resource for school personnel as they develop individual and school-wide discipline procedures. This is to ensure that teacher counsellors maintain non-threatening relationships with learners. The ASCA (2013) further states that the counsellor collaborates with school personnel and other stakeholders to establish policies encouraging appropriate behaviour and maintaining safe schools where effective teaching and learning can take place.

More than any other teacher, the teacher counselor should be neutral, a mediator and learner advocate. Clark and Breman (2009) state that teacher counsellors are in a good position to serve as learner advocates and thus create opportunities for learners to nurture and accomplish high aspirations.

The teacher counsellor should promote positive learner behaviour to create a safe teaching and learning environment for both teachers and learners. It is not the role of the teacher counsellor to mete out punishment but instead to help create effective behaviour change focused on positive, healthy behaviours. To do so, ASCA (2013) propose that teacher counsellors:

- Lead individual and small group counselling that encourages learners to make positive behaviour choices and accept responsibility for their actions;
- Consult with families, teachers, administrators and other school personnel to understand developmentally appropriate learner behaviour and promote positive learner behaviour;
- Design and implement positive behaviour and intervention support plans for individual learners in collaboration with classroom teachers and other behaviour specialists (DC in Namibian schools);
- Collaborate with school stakeholders to develop, implement and maintain a developmentally appropriate school-wide discipline programme;

- Serve as a mediator for learner-learner, learner-teacher and learner-family conflicts;
- Co-ordinate and facilitate mentor, peer-support and conflict resolution programmes to assist learners in developing pro-social behaviours;
- Provide staff development on classroom management, learner behaviour and discipline;
- Keep informed of school, regional and national policies related to learner discipline; and
- Advocate for best practices for schoolwide discipline, including ensuring objective and equitable disciplinary practices.

In addition to these roles, Wright (2012) asserted that school counsellors should always model positive behaviours for both learners and teachers. He added that problems must never be allowed to go without resolution.

2.3.2.4 The use of guidance and counselling in dealing with learner discipline problems

School discipline remains the single most challenge faced by many educators (Rosen, 1997; Van der Westhuizen, 2007; Edwards, 2008). The level of learner discipline in any school is a major factor in determining a school's success. It is thus important that every school strives towards creating a balanced and manageable discipline system. This means having strategies in place to prevent and manage learner discipline (Rosen, 1997; Van der Westhuizen, 2007). Boynton and Boynton (2007) believe that every school should have a standing discipline committee to assemble the written rules after obtaining input from staff, learners and parents, resolve discipline related issues as they arise, and keep discipline on the front burner at all times. This is important as the committee allows schools to take a proactive approach to discipline as opposed to being reactive. Having a committee also allows the schools to be prepared and have procedures in place to deal with discipline issues when they occur. Having rules and

regulations is thus important so that discipline is maintained, thereby allowing teaching and learning to take place.

One of the important things that a school should have in place is a behaviour policy. According to Chaplain (2003), a behaviour policy is a statement of aims, values and principles that provides operational guidance on putting these aims in action. Chaplain (2003) state that a behaviour policy should have respect for people and human rights and states that it should have responsibilities as it's central tenet. Furthermore, the behaviour policy should facilitate effective learning; make the school community feel safe and secure; specify behavioural expectations; encourage contribution from all members of the school community; make explicit the consequences of unacceptable behaviour; and it should include feedback systems to monitor effectiveness and change (Chaplain, 2003).

In Namibia, the Ministry of Education has given the mandate to each school to develop its own school rules. The rules should be in conformity with the existing Acts and Regulations of the Ministry, especially the Education Act No. 16 of 2001 (Ministry of Education, 2001). The Education Act and its regulations guide all the activities and functions of schools in Namibia. With regard to learners, there are eight sections dedicated to the welfare of learners; namely: compulsory school attendance, admission of learners to state schools, general rules of conduct and learners' code of conduct, corporal punishment upon learners, suspension of learners from state schools or hostels, expulsion of learner from state schools or hostels, learner school reports and Learners' Representative Council.

The general rules of conduct and learners' code of conduct were put in place for maintaining discipline in schools. These are general rules; and schools are expected to draw up their specific school rules, in line with the general rules of conduct and learners' code of conduct: According to the Education Act No 16 of 2001 (Ministry of Education, 2001), a learner at a state school must:

- Regularly and punctually attend school, class sessions on the school timetable, study sessions and other compulsory activities as determined by the schools;
- Carry out and obey all lawful instructions of the principal, teachers, staff members of the school or hostel;
- Dedicate himself or herself to his or her studies and complete all legitimate curriculum;
- Respect the dignity, person and property of teachers, learners and members of the public;
- Accept and respect the multi-cultural diversity of learners and teachers of the schools;
- Abide by and comply with the rules of the school or hostel as approved by the school board;
- Maintain a high standard of personal hygiene and a clean, decent and neat appearance;
- May not behave himself/herself in a disgraceful, improper or indecent manner;
- May not bring onto the school or hostel premises, or have in his possession any fire arm, bow and arrow, panga, knife or any other dangerous weapon;
- May not, on or off the school premises, use intoxicating liquor or narcotic substances without the written permission of a medical practitioner;
- May not have in his possession, or bring onto the school or hostel premises, distribute or sell to another person in the school or hostel premises, intoxicating liquor or narcotic substances without the written prescription of a medical practitioner;
- May not have access to the sleeping quarters or hostel dormitories of learners of the opposite sex without the permission of the hostel Superintendent;
- May not willfully damage, destroy or vandalise the property of the government, the school or another person;

- May not act in such a manner that is disruptive to normal school programmes or detrimental to the good discipline and learning progress of other learners;
- May not practice or participate in any form or initiating ceremonies of new learners that may cause physical harm or emotional distress to such new learners; and
- May not, by his actions or behaviour, encourage or influence other learners to disobey the rules of the school.

Learners are expected to know, understand, accept and obey the code of conduct and the school rules. In its policy document “Guidelines for school principals”, the Ministry of Education (2005) states that learners have the right, in consultation with school administration, parents, and the School Board, to have their opinions considered about school policy regarding discipline. The policy also states that learners however have the serious responsibility to respect and support the efforts of teachers and school officials to protect and promote the good order, effectiveness and discipline of their school.

The Education Act No 16 of 2001 (Ministry of Education, 2001, p. 53) has put in place the following measures and steps to be take when a learner has violated the rules:

- reprimand of learner by a teacher;
- Giving a learner specific additional tasks related to the contravention;
- Refer learner to the Head of department or Principal;
- Consult parents for discussion;
- Give first, second or third written warning; and
- Refer learner to disciplinary committee (DC), where, if found guilty, it is a serious offence and the school board should write a letter to the Permanent Secretary to expel the learner from school. The DC may also give a final written warning or deprive the learner of privileges for a specified period. Furthermore, the DC may suspend the learner from school, depending on whether a learner poses a threat to the safety and well-being of other

learners or staff or to the property of the school. A learner may also be suspended when it is detrimental to the good order and discipline of the school and to the progress of other learners.

However, with measures that are put in place by the Ministry of Education in order to guide learner behaviour, and the suggested disciplinary actions to be taken against misbehaviour, schools continue to experience cases of indiscipline. Educators are often at a loss as to what to do in order to promote learner discipline in schools. For many years in many African countries educators have relied upon the use corporal punishment in instilling discipline in learners. Like many countries that have abolished the use of corporal punishment, educators continue to struggle with keeping discipline as many feel they are disempowered (Maphosa & Shumba, 2010; Kindiki, 2011; Simango, 2012).

In Namibia, as per the Education Act No.16 of 2001 (Namibia, 2001), a teacher or any person employed at a state school or hostel or private school or hostel commits misconduct, if such a person, in the performance of his or her duties, administers corporal punishment upon a learner, or causes corporal punishment to be administered upon a learner. This act makes it very clear that under no circumstances should a learner be subjected to beating at school. The Ministry has also gone a step further in making teachers sign an agreement that they will not administer corporal punishment to learners. However, this does not seem to deter many educators as incidences of corporal punishment in schools continue to be reported. The Namibian National Teachers' Union (NANTU) (2008) reported that they have recorded 30 cases of teacher misconduct for having administered corporal punishment on learners.

In an effort to assist school principals and teachers in managing learner discipline after the banning of corporal punishment in schools, the Ministry of Education published two booklets about alternatives to corporal punishment (Ministry of Basic Education and Culture, 1992), titled *Discipline from Within: Alternatives to Corporal Punishment*. Central to these booklets is for schools to promote a culture of care, thus the main message of the booklets is for educators to discipline with

care (Ministry of Basic Education and Culture, 1992). In the foreword remarks in the *Discipline from Within* booklets, the then Deputy Minister of Education and Culture, Hon. Buddy Wentworth, stated that:

It was in the area of learner discipline that some of the most challenging reforms must be made. It was clear that corporal punishment cannot be regarded as acceptable in a democratic society, saying that it was humiliating, it increases resentment and aggression, and it has no long term value. However, alternatives must be found to solve the all-too-obvious problems of indiscipline in schools, but they must be alternatives which take into account the dignity and worth of both teachers and learners.

It was hoped that the booklets would assist educators in promoting learner discipline in school. Experience has, however, indicated that this was not the case as methods such as suspension, expulsion and corporal punishment, manual labour, etc. are often used. This is despite research (Skiba, 2002; Rosen, 1997) having shown that punitive methods, such as corporal punishment, often do not work. This is because punishment only serves as a deterrent but does not change behaviour. Tan (2002) stated that repeated punishments for the defiant learner may leave him embittered and angry, and even antagonistic towards the school authority.

Research by the Save the Children Alliance (2005) found that children around the world overwhelmingly disagreed with the idea that physical and degrading forms of punishment accomplish anything positive. The report noted that while children may comply with adults' wishes immediately after being hit, this type of punishment frightens children into certain behaviours (Save the Children Alliance, 2005). It does not help children to want to behave, or teach them self-discipline or promote any alternative. Recently, there has been a movement towards the use of alternative methods to corporal punishment in many countries.

Donald et al. (2006) noted that one of the goals of socialisation, and therefore of education is for learners to be self-disciplined. This means learners who are able to control their emotions and react appropriately in different situations. When discipline problems occur, teaching and learning is negatively affected. There is thus no denying that learner discipline is a major concern for educators and strategies for promoting and maintaining discipline in schools are needed. As discussed earlier, learners' indiscipline often occurs as a result of underlying factors. In accordance with Maslow's hierarchy of needs, learners have a strong desire to belong to groups, such as family, friends and relationships. Learners have esteem needs, namely, achievement, mastery, independence, status, self-respect and respect from peers (McLeod, 2014). Often if these needs are not met, children start to behave inappropriately. It follows that in managing and promoting learner discipline, strategies that take into consideration learners' emotional and psychological needs should be at the forefront.

As a strategy to manage and promote learner discipline, guidance and counselling involves teaching young people how to behave with consideration towards other people.

Primarily, guidance and counselling helps the individual to understand himself, know how to get on with others, learn manners and etiquette, pursue leisure time activities, practise social skills, develop family and family relationships, and understand social roles and responsibilities (Guez & Allen, 2000). Some children lack parental control or are coming from child-headed households. Reinforcing guidance and counselling in schools can rectify the situation in order to reduce decaying standards of good discipline (Nduta & Gichuho, 2012).

Mendler et al. (2008) pointed out that because academic achievement is the primary yardstick that many learners use to measure their self-worth in school, educators must find ways of helping each child become an academic winner. They suggest that instead of schools trying to solve discipline problems, it might be wiser to try to positively affect the lives of children and advocate and propose a model of discipline based on a positive value system. This study wished to establish the

role of guidance and counselling in promoting learner discipline. The study focused on learners with discipline problems, with the aim of exploring the possible causes of their discipline problems and how these learners can be assisted through guidance and counselling.

2.4 Empirical Studies

In this section, empirical studies are presented. Mertens (2014) defines empirical studies as reports of studies carried out that include a description of the methods, sampling and data collection strategies, and data analysis and results. This section thus highlights the studies that were conducted in Namibia and in other countries that relate to the current study. This study aimed to assess the role guidance and counselling plays in promoting learner discipline in secondary schools in the Oshikoto Region of Namibia. Specifically, the study focused on learners with discipline problems. Looking at previous studies, some of which are discussed below, it is clear that discipline problems remain a major concern in many secondary schools. None of the studies discussed below looked at the role guidance and counselling plays in promoting discipline among learners with discipline problems, and instead involved the general learner population and/ or other stakeholders such as headmasters, teachers and school counsellors. Discussions of the empirical studies are done under the main themes of the study, which are guided by the objectives of the study.

2.4.1 The provision of guidance and counselling services at schools

This section discusses previous studies that were conducted regarding the provision of guidance and counselling services to learners. The provision of guidance and counselling services in schools is important because it promotes the academic/educational, vocational/career and personal/social development of learners. It is important that secondary school learners, who are mostly adolescents, are provided with guidance and counselling, which should help in

facilitating learning and improve academic achievement of learners. The provision of guidance and counselling should also help learners in making the right choices when it comes to their future careers. Furthermore, guidance and counselling services should equip learners with skills to form and maintain social relations as well as proper conduct. It is also expected that guidance and counselling services in schools will help learners in managing their emotions and avoid conflicts with people.

A number of researchers all over the world have investigated the guidance and counselling services in schools. One such researcher is Alemu (2013) who did an assessment of the provision of guidance and counselling in secondary schools in Hareri Region of Ethiopia. The study involved learners, teachers and school counsellors, in total 336 participants took part in the study. The findings of the study revealed that the school community had poor awareness about the presence of guidance and counselling at their schools. This means that some learners and perhaps some teachers were not aware of the services that the guidance and counselling services offered. This is not an isolated case as Onyekuru and Ibegbunam (2015) carried out a study in secondary schools in Nigeria and found that the majority of the learners had no counselling awareness. The current study also sought to find out the provision of guidance and counselling to learners.

Contrary to the two studies discussed above, an earlier study by Eyo, Joshua and Esuang (2010) on the attitudes of secondary school learners towards guidance and counselling found that the learners had positive attitudes towards guidance and counselling. The study also found that female learners are favourably disposed to school guidance and counselling services, compared to their male counter parts. They discussed that naturally, female learners are good in interpersonal relationships, self-disclosure and openness than male learners who may be rigid and reserved in their relationships, hence their reluctance to interact with school counsellors or seek their services.

Furthermore, Alemu's (2013) study found that the schools' guidance and counselling programmes did not have written plans, specific roles and

responsibilities, nor private counselling rooms. The absence of roles and responsibilities would make it difficult to implement the programme as the school counsellors would be operating without direction. It would also be difficult to conduct individual counselling with learners without private counselling rooms. A similar issue was also found by Hako (2015), who carried out a study on the stakeholders' perspectives on the school counselling programme in Namibia. Hako (2015) found that schools do not have specially assigned rooms where the teacher counsellors could meet with learners to address personal and emotional problems on one-to-one individual counselling. Hako (2015) also found that the absence of counselling rooms meant that learners could not be provided with individual counselling and this is responsible for their dissatisfaction with the counselling services offered by the counselling services programmes.

Lunenburg (2010) stressed that physical facilities that are well planned and provide for adequate space, privacy and accessibility are characteristic of quality guidance and counselling. Similarly, counselling should take place in a quiet place where there will be no disruptions and the learner can be assured that no one else will hear the conversation (Colemann & Yeh, 2008).

These studies are related to the current research as they also focused on the provision of guidance and counselling in secondary schools, which the current study also sought to assess. The current study, however, also sought to establish the use of guidance and counselling on learner discipline.

2.4.2 Types of disciplinary problems prevalent in secondary schools

In assessing the role of guidance and counselling in promoting learner discipline in schools, the researcher also deemed it fit to look at the type of disciplinary acts that are prevalent in schools. Educators and researchers the world over have long realised that indiscipline in schools is rife and that it has a negative effect on teaching and learning (McEwan & Damer, 2000; Chaplain, 2003; Edwards, 2008;

Marais & Meyer, 2010). As a result, a lot of research has been conducted on the types of disciplinary acts that secondary school learners get involved in.

Researchers such as Amatepe, Chitiyo and Abu (2009), Ali et al. (2010), Marais and Meier (2010), Vergnani (2010) and Sun and Shek (2012) have investigated learner disciplinary problems in Zimbabwe, Nigeria, South Africa, Hong Kong and Namibia, respectively. Some of these studies are discussed below.

A research by Sun and Shek (2012) examined classroom problem behaviours by junior secondary schools in Hong Kong based on the views of the teachers. The aim of the study was to generate a list of categories of learners' problem behaviours as perceived by teachers and to identify problem behaviours that were perceived as the most common, the most disruptive to teaching and learning in the classroom and the most unacceptable problem behaviour and the reasons. Sun and Shek (2012) identified the following as the most common, disruptive and unacceptable learner problem behaviours: doing something in private, talking out of turn, verbal aggression, disrespecting teachers, non-attentiveness /idleness/ daydreaming, sleeping, habitual failure in submitting assignments, bullying, physical aggression, copying homework, nonverbal communication, clowning, playing, lateness to class, eating/drinking and passive engagement in class.

Sun and Shek's (2012) study is important as it revealed the type of discipline problems experienced in secondary schools from teachers' perspective. This study was however limited in scope as it only involved teachers and did not seek the views of other stakeholders that are involved in school discipline, i.e. the learners themselves and the school principals. The present study targeted teachers, teacher counsellors, principals and learners.

In their research on the evaluation of guidance and counselling services in secondary schools in Namibia, Vergnani et al. (2010) obtained results that showed that teaching and learning were negatively affected by behaviour problems in many schools. Vergnani et al. (2010) established that the behaviour problems include among others; fighting, lack of respect for learners and teachers, swearing, vandalism, stealing, bullying and general bad behaviour. What the study

highlighted is that teaching and learning is being eroded in many schools due to the problematic conditions in the classrooms. Amatepe, Chitiyo and Abu (2009) identified the most common types of indiscipline in Zimbabwean schools as leaving the school campus without permission, truancy, not being properly dressed for school, insubordination and failing to attend study periods

Ali et al.'s (2014) study on the causes and management of indiscipline acts among secondary schools in Nigeria echoes the findings of Tan and Shek (2010) and Vergnani et al. (2010). Ali et al. 2014 also found that the common indiscipline acts among learners in secondary schools include bullying, truancy/absenteeism, vandalism of school property, theft/stealing, fighting, etc.

The above studies were conducted in different countries. Ali et al.'s (2010) research was conducted in Nigeria, Sun and Shek (2010) conducted their study in Hong Kong, while Vergnani, et al carried out their study in Namibia. This implies that learners in different countries are experiencing the same indiscipline acts. Of note is the problem of bullying which the three researchers all mentioned. This means that bullying is a problem that almost all schools face. A survey about bullying in secondary schools in the United Kingdom revealed that bullying in schools is more common than adults think (Office for Standards in Education, 2003). Sam (2011) conducted a study on bullying among secondary schools in Namibia and found that bullying was a reality in many secondary schools. Similarly, Nines (2011) reported that bullying continues to occur in Namibian schools despite current laws, policies and regulations. Vergnani et al. (2010) also reported that learners highlighted the pervasiveness of bullying in the majority of the schools visited, adding that the problem was not being effectively addressed and is not prioritised by school counsellors or school management.

The findings of these studies should not be surprising as secondary school learners are mostly adolescents who are typically faced with the same challenges. This is a sentiment supported by Mwamwenda (2004) when he argued that there will be cases of antisocial behaviour among secondary learners involving shoplifting, vandalism, drugs and alcohol abuse and cheating on tests and examinations. Mwamwenda (2004) added that each of these problems will have

to be addressed on the basis of individual guidance and counselling in which the counsellor should attempt to establish the factors leading to such antisocial behaviour and work out a plan to prevent such behaviour. These studies involved the general population of learners. The present study established the problems experienced in schools from the perspective of learners with discipline problems.

2.4.3 Factors contributing to learner discipline problems

The present study assessed the role guidance and counselling play in promoting learner discipline. The researcher assumed that certain factors within and around the learner have an effect on their discipline. It is, thus, important that in dealing with learners with discipline problems, one should explore these factors in an attempt to understand what might be the cause of their ill-discipline. Edwards (2008) opined that some children fail to find satisfactory solutions to their problems because they have difficulty thinking through them. Edwards (2008) continued to say that when learners are consistently unable to solve their problems, they often seek escape through various thrill-seeking activities.

Scholars such as Amatepe et al. (2009) and Ifeoma (2012), have explored and studied the possible causes of learner indiscipline.

The general feeling among these researchers is that learner discipline is determined by underlying factors such as those stemming from the home, society, and/ school environment.

In their article “Examining the nature and perceived causes of indiscipline in Zimbabwean secondary schools”, Amatepe et al. (2009) argued that after family-related factors, the most commonly identified perceived cause of student indiscipline was economic factors. They added that given the poor economic situations in many African societies, it is common for learners to engage in some types of indiscipline for economic reasons. For example, learners may be truant or fail to attend afternoon study periods because they have to work at home in order to supplement family income. The situation gets worse when learners

become involved in risky behaviours for economic reasons, such as theft and sexual relationships. Not only are the learners involved in such activities get in trouble at school, they are also risking their lives. In the end, Amatepe et al. (2009) identified the following factors as the perceived causes of learners' indiscipline: familial factors, economic factors, the media and other environmental factors.

Ifeoma (2012) investigated learner indiscipline in secondary schools in Nigeria, focusing on the types, causes and possible solutions. The results indicated that learner-based causes of indiscipline included constant negative labels on learners, abuse of seniority by school prefects, learners' poor study habits and learner restlessness and inattention. Ifeoma (2012) opined that the use of constant negative labels on learners by teachers has the potential to make learners begin to build low self-concept by developing a negative frame of mind. He added that such learners may begin to see themselves as ones who cannot perform well whenever the teacher comes in the class and may become deliberately rude to the teacher and become withdrawn from activities. Like Amatepe et al. (2012), Ifeoma (2012) also found that there are society/familial factors that cause learner indiscipline and identified factors such as parental overprotection, poor value system and injustice in the society as indicated by the practice of favouritism, nepotism and corruption, mass media and unsatisfactory home conditions.

2.4.4 The role of principals, teachers and teacher counsellors in managing and promoting learner discipline

Maintaining discipline at a school calls for the involvement of all stakeholders in education. It is thus important that they all play their role if the purpose of schools and thus of education is to be realised. Kiprop (2012) noted that appropriate school discipline practices involve all stakeholders in their design. This section looks at research done on the role of principals, teachers and teacher counsellors in promoting learner discipline.

The principal plays a major role in maintaining discipline in the school. According to Chaplain (2003), the principal along with the senior management team, are tasked with strategic planning, which includes determining the direction of the

school and the running of the day-to-day activities. Ideally, a principal should be someone with strong leadership qualities and sound management style. In her article “Approaches to management of discipline in secondary schools in Kenya”, Kiprop (2012) states that the principal as the head of the school has a very important role to play in maintaining discipline in the school because he/she sets the tone and the morale of the schools and they have remarkable influence over the teachers and learners. Kiprop (2012) opined that principals should be at the forefront in maintaining school discipline by being available, accessible, and establishing structures and climate, which promote participatory democracy, dialogue, teamwork, transparency, accountability, open communication systems and good public relations.

The role of guidance and counselling in promoting learner discipline is also largely influenced by the school principal. In fact, Ribak-Rosenthal (1994) cited in Zalaquett (2005) noted that the principal determines the role and functions of the counsellor within the school. This is despite proper roles of school counsellors that are described in the standards of the counselling profession and seem to hold different views regarding the school counsellors’ roles (Lample, 1985; Murray, 1995, cited in Zalaquett). Zalaquett (2005) opined that ignoring the role of the principal can negatively impact the implementation and maintenance of counselling.

Among the responsibilities of teacher counsellors are those of supporting and counselling learners with emotional, behavioural and disciplinary problems. A study by Mbongo (2013) on the factors impacting the implementation of guidance and counselling in secondary schools in Ohangwena Region of Namibia revealed that the provision of guidance and counselling to learners was poor in most secondary schools. The reason given by teacher counsellors was that the implementation of guidance and counselling in schools was hindered by school management. The study further revealed that often principals handled disciplinary cases their own way without collaborating or consulting the teacher counsellors. The study recommended that Inspectors of Education, Principals, Heads of Departments and teachers be sensitised in school guidance and counselling so

that they can understand and appreciate the value of the guidance and counselling services in schools. This study clearly indicates that guidance and counselling was often not used in managing learner discipline in schools.

The role of teachers in school discipline is a significant one. In addition to teaching, a large part of a teacher's job involves controlling and maintaining order in the classroom (Biehler & Snowman, 2006; Kottler & Kottler, 2008). Teachers thus spend a significant amount of class time dealing with misbehaviour instead of teaching (Biehler & Snowman, 2006). Central to how successful a teacher is in dealing with learners' indiscipline is his/her relationship with learners, competence and teaching approaches, as well as teacher's conduct.

In her article "Teachers as role models teaching character and moral virtue", Lumpkin (2008) argues that since teachers are entrusted with the safety, discipline and instruction of learners for about half of their waking time, the influence that takes place at school is inevitable and life changing. Often learners look up to their teachers and hold them as role models. Lumpkin (2008) added that teacher's integrity or lack thereof, is observed by the learners. Nasibi (2003) shares the same view and states that teachers should act as role models for learners by being disciplined and upholding high moral standards.

A study on the effect of teachers' leadership role on learners' discipline in secondary schools in Uganda found that learners admired their teachers as very good leaders and found them (teachers) easy to interact with. Thus teachers' relationship with learners plays a role on discipline as learners are drawn and attracted by the teachers' character. Often this determines how learners conduct themselves towards the teacher. This explains why some learners are well behaved in the presence of some teachers and the opposite with other teachers. This view is further endorsed by a research conducted by Idu and Ojedapo (2011) on learner indiscipline, that teacher's attitudes is a contributing factor to learner indiscipline.

2.4.5 The use of guidance and counselling in promoting learner indiscipline

As discussed in section 2.4.2, learners engage in various types of disciplinary problems. How they are dealt with varies from school to school or sometimes even from class to class. This section looks at previous studies that were carried out on how learner indiscipline is dealt with in schools, including the use of guidance and counselling in managing/promoting learners discipline.

Mthanti and Mncube (2014) conducted a study exploring the social and economic impact of corporal punishment in South African schools. The study used a qualitative approach and involved the collection of data through semi-structured interviews with the principals, teachers and learners, and using documentation reviews and observation schedules. This study found that some teachers are verbally, physically and psychologically violent towards learners, particularly in the way that corporal punishment as a 'corrective measure' is applied despite strict laws against it. The study found that the use of corporal punishment to correct behaviour negatively impacted on the social education of learners. For example, learners opted to rather absent themselves from school or classes and away from their education to avoid getting caned.

Another study on corporal punishment in South Africa was one done by Maphosa and Shumba (2010) on educators' disciplinary capabilities after the banning of corporal punishment in South African Schools; this revealed that teachers felt disempowered by the outlawing of corporal punishment. The same results were also found by Ajowi and Omboto (2013).

In their study on the preparedness of teachers to maintain discipline in the absence of corporal punishment to maintain discipline in the absence of corporal punishment, Ajowi and Omboto (2013) found that teachers seemed unprepared to manage learner indiscipline in schools effectively. They seemed to use methods that were punitive and illegal but which, surprisingly, learners found acceptable. Whereas Mthanti and Mncube (2014) found that corporal punishment impacted on the social education of learners, Ajowi and Omboto report that learners found it acceptable. The study concluded that a combination of those school-based

punitive, corporate and democratic styles accounted for calmness and tranquillity that prevailed in the schools. Another study by Yanghambe and Tshabangu (2013) on disciplinary networks in secondary schools in Tanzania reported that the continued recurrence of disciplinary problems in schools despite the legalised use of corporal punishment suggests that physical punishment approaches may not be effective.

These researchers (Maphosa & Shumba, 2010; Busienei, 2012; Yanghambe & Shabangu, 2013; Mthanti and Mncube, 2014) all agree that corporal punishment is harmful and that it is not the answer to learners' indiscipline. Cognani (2004) quoted in Mthanti and Mncube (2014) contended that the use of violence as a disciplinary measure does not set appropriate example, because children learn that acts of aggression are a means of solving problems. It is also worth noting here that in line with the constitution of the Republic of Namibia, corporal punishment is prohibited in Namibian schools (Ministry of Education, 2001). However, Ninnes (2010) reported that physical abuse by both teachers and learners continue to occur in Namibian schools, despite current laws, policies and regulations.

Wangari (2006) conducted a study in secondary schools in Kenya on the effectiveness of guidance and counselling in combating learner indiscipline. The study focused on strategies used by teacher counsellors and their effectiveness in dealing with discipline problems in schools. The study revealed that the strategies used by guidance and counselling programmes were effective in dealing with indiscipline problems in schools. Further information revealed that learners have favourable attitudes towards the ability of guidance and counselling in dealing with discipline problems in schools. Wangari (2006) added that guidance and counselling programme have also contributed to change of attitude towards guidance and counselling and improved discipline in schools. In consonance with this, Carey and Harrington (2010) in an evaluation report on school counselling in Utah, reported that school counselling was related to a range of important learner outcomes including lower suspension rates, lower disciplinary rates, increased attendance rates and higher graduation rates. Both Wangari and Carey's studies

are similar to the present study in that it showed the effectiveness of guidance and counselling in combating indiscipline in secondary schools as reported by teacher counsellors. The present study assessed the role played by guidance and counselling in promoting learner discipline, and focused on learners with discipline problems.

For example, Busienei (2012), in support of guidance and counselling says that it can be used as a means of correcting and managing learner behaviour. He conducted a quantitative study among secondary school teachers in Kenya about alternative methods to corporal punishment and their efficacy. The results of the study indicated that teachers used alternative methods to corporal punishment, but believed that these were less effective compared to corporal punishment. Despite this finding, the study suggested that guidance and counselling can be used as an alternative method to corporal punishment. The current study also sought to highlight the benefits of using guidance and counselling to manage learner behaviour, with the assumption that simply punishing a learner for ill-discipline does not have a long-term positive effect and that the learner is unlikely to learn any valuable lesson. Corporal punishment as a method of managing learner behaviour in particular has been found to affect learners negatively and some learners develop feelings of hatred towards school, teachers and school work. In some instances, it may lead to absenteeism and learners dropping out of school (Mwamwenda, 2004).

In their article "Discipline at a crossroad: From zero tolerance to early response", Skiba and Peterson (2000) discuss the view that the early response model of discipline emphasises a comprehensive program to build positive prosocial behaviour, instead of merely punishing inappropriate behaviour. An approach that focuses on inculcating values and teaching children how to behave properly in consideration to other people. They argued that unless accompanied by positive consequences or alternative goals, learner reaction to harsh consequences is likely to be unpredictable, and likely to lead to escape or counter-aggression rather than any meaningful alternative behaviour.

When they evaluated school guidance and counselling services in Namibian schools, Vergani et al. (2010) found that learner indiscipline is a major problem in many schools. It also highlighted that the problem was not being dealt with effectively by both school counsellors and by school management. This study is important as it evaluated the guidance and counselling services in the sampled schools. The study helped the researcher in understanding the state of guidance and counselling services in Namibian schools.

These researchers have contributed to the understanding of discipline and guidance and counselling in schools. These scholars showed that there are mixed views with regard to the provision of guidance and counselling services in schools. It also became clear that there are challenges facing guidance and counselling services in schools. It also became clear that the voices of the children who are experiencing discipline problems are silent. Thus, in addition to educators, the current study sought the views of learners who were experiencing discipline problems.

2.5 Summary

This chapter reviewed the related literature on the role of guidance and counselling in promoting learner discipline in secondary schools. The chapter highlighted the two theories that guided the study, namely; the ecological systems theory and the assertive discipline theory. This chapter also presented the conceptual framework, which discussed the key concepts of the study, namely; learner discipline and guidance and counselling. The study ended with review of empirical studies carried out on the subject all over the world.

The subsequent chapter presents the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods which are inclusive of the strategies and tools used for data collection and the methods that were used in analysing the data that was collected. Williams (2011) defines research methodology as a way to find out the results of a given problem on a specific matter, which is also referred to as a research problem. Furthermore, the research methodology considers and explains the logic behind research methods and techniques (Welman, Kruger & Mitchell, 2005). It includes the research paradigm, research approach, research design, population, sample and sampling procedures, research instruments, data collection procedures, data analysis procedures and ethical considerations necessary in the research process.

The present study aimed at assessing the role guidance and counselling play in promoting learner discipline in secondary schools in the Oshikoto Region of Namibia in order to see how guidance and counselling could be used to help learners experiencing discipline problems. In this study, the used methodology sought to:

- Establish the current provision of guidance and counselling services in secondary schools.
- Explore the types of indiscipline problems that are prevalent in secondary schools.
- Determine the factors contributing to learner discipline problems.
- Establish the roles of principals, teachers and teacher counsellors in the management of learner discipline.
- Determine how guidance and counselling is presently used in dealing with learner discipline problems in secondary schools.

- Suggest strategies to strengthen the use of guidance and counselling in promoting learner discipline.

3.2 Research paradigm

According to Guba and Lincoln (1998) cited in Hesse-Biber and Leavy (2004), a paradigm maybe viewed as a set of basic beliefs that deal with the first principles. Walliman (2005) defines a paradigm as a term used not to describe a particular type of theoretical statement, but rather to indicate the overall effect of the acceptance of a particular general theoretical approach, often expressed as a law or theory, and the influence it has on the scientists' view of the world. Walliman (2005) also explains that a paradigm represents a world view that defines, for its holder, the nature of the 'world', the individual's place in it, and the range of possible relationships to that world and its parts. Simply put, a paradigm is a belief system that guides how things are done.

Moreover, Willis (2007) explained that a paradigm comprises a view of the nature of reality (ontology); a related view of the type of knowledge that can be generated and standards for justifying it (epistemology); and a discipline approach to generating that knowledge (methodology). Disciplines tend to be governed by particular paradigms, such as: positivism (for example, experimental testing), post-positivism (for example a view that we need context), critical theory (for example, ideas in relation to an ideology – knowledge is not value free and bias should be articulated), constructivism / interpretivism (i.e. each individual constructs his/her own reality so there are multiple interpretations) and pragmatism (for example, a philosophy in which the meaning of actions and beliefs is found in their consequences) (Willis, 2007; Morgan, 2014; Creswell & Clark, 2007).

The current study is situated in the pragmatic paradigm. According to Morgan (2014) the pragmatic paradigm is based on the belief that our perceptions of the world are the product of our social experiences since infancy, so any knowledge is inescapably social knowledge. Morgan (2014) further argued that from a

philosophical point of view, there is no way that any human action can ever be separated from past experiences and the beliefs that have arisen from those experiences. The study aimed at assessing the role guidance and counselling play in promoting learner discipline. The study specifically targeted learners with discipline problems with the aim of looking at the possible causes of those particular discipline problems and how the learners can be helped through guidance and counselling. For this study, the pragmatism paradigm was used because it is the most appropriate since the study looked at how learners' past experiences and backgrounds influenced their behaviours. Part of the study also involved understanding human experiences and behavioural tendencies (Morgan, 2014).

Creswell and Clark (2011) describe the pragmatism paradigm as typically associated with mixed methods research and that it focuses on the consequences of research, on the primary importance of the question asked rather than on the methods and on the use of multiple methods of data collection to inform the problems under study. Creswell and Clark (2011) further note that the pragmatic approach involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach.

Pragmatic researchers, therefore, grant themselves the freedom to use any of the methods, techniques and procedures typically associated with quantitative or qualitative research (Creswell and Clark, 2011). This study sought to assess the role guidance and counselling play in promoting learner discipline. Hence, the study mostly focused on learners with disciplinary problems, with the aim of understanding the possible causes of their ill-discipline and how guidance and counselling can be employed to assist them. For this reason, the pragmatic paradigm was seen as appropriate for the research study.

3.3 Research approach

The present study followed a mixed methods approach to research. According to Creswell and Clark (2007), the mixed methods approach focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Additionally, mixed method research combine various aspects of quantitative and qualitative methods, often referred to as quantitative and qualitative strands (Edmonds & Kennedy, 2013). Since the mixed method approach mixes both quantitative and qualitative research methods, the logic of enquiry relies on a version of abductive reasoning that moves back and forth between induction and deduction (Morgan, 2009; Edmonds & Kennedy, 2013). Furthermore, Morgan (2009), Creswell and Clark (2011), Edmonds and Kennedy (2013) argued that from a philosophical point of view, a link has been established between pragmatism and mixed methods and was developed as an attempt to legitimize the use of multiple methodological strategies to answering research questions within a single study.

Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. The present study wished to assess the role guidance and counselling play in promoting learner discipline. The study focused on learners with discipline problems. It was important to use the mixed methods approach, as it helped capture the details of the situation and gave a better understanding of the learners' discipline problems and how they can be assisted through guidance and counselling. The use of mixed methods gives way for qualitative data to provide a detailed understanding of the problem, while the quantitative data provide a more general understanding of the problem (Creswell & Clark, 2011). Further explaining the mixed methods approach to research, Creswell and Clark (2011) argued that the qualitative understanding arises out of studying a few individuals and exploring their perspectives in great depth, whereas the quantitative understanding arises from examining a large number of people and assessing responses to a few variables.

The mixed methods approach was seen as appropriate for this study since the study had to assess the role guidance and counselling played in promoting learner discipline. The study mostly focused on learners with discipline problems, with the aim to understand their experiences, and the possible causes of such problems. One source of data was insufficient in answering the research problem. Thus collecting numerical data from closed-ended items and text data from open-ended items of the questionnaire and interviews would enable a better understanding of the research problem. This research used the mixed method approach incorporating both qualitative and quantitative research instruments. This is because both qualitative and quantitative researches provide a better understanding of a research problem than either research approach alone to ensure validity and reliability (Creswell, 2003). Another advantage of this strategy is that the mixed methods approach provides strengths that offset the weaknesses in the use of either the quantitative or qualitative approach alone (Tashakkori & Teddlie, 2010).

For this study, the convergence model was used. The convergent parallel strategy is sometimes referred to as the concurrent triangulation strategy. It involves the simultaneous collection of quantitative and qualitative data, followed by a combination and comparison of these multiple data sources (Creswell & Plano Clark, 2011; Edmonds & Kennedy, 2013). The design thus involves the collection of different but complementary data on the same phenomena. Thus, it was used for the converging and subsequent interpretation of quantitative and qualitative data.

Patton (1990) cited in Creswell and Clark (2007) noted that the advantage of using the concurrent triangulation model is to bring together the differing strengths and non-overlapping weaknesses of quantitative methods (large sample size, trends and generalisation) with those of qualitative (small sample size, details and in depth). The concurrent mixed method data collection strategies were employed to validate one form of data with the other form, to transform the data for comparison, or to address different types of questions (Creswell & Clark, 2011). Thus, Driscoll,

Apiah-Yeboah and Salib (2007) noted that in many cases the same individuals provide both quantitative and qualitative data so that data can be easily compared.

3.4 Research design

A research design is defined as a detailed description of a proposed study aimed at investigating a given problem (Gay et al., 2009). Similarly, De Vos, Strydom, Fouche and Delport (2000) describe a research design as a plan for collecting and using data so that desired information can be obtained. The research design therefore guides the researcher in the collection, analysis and interpretation of data. Moreover, a research design provides the overall structure for the procedures that the researcher follows, the data the researcher collects, and the data analyses the researcher conducts (Leedy & Ormrod, 2005). This means research designs are useful because they help guide the methods decisions that researchers must make during their studies and set the logic by which they make interpretations at the end of their research (Creswell & Clark, 2011).

It is essential to note that research needs a design before the data collection or data analysis processes can commence. The function of a research design is to ensure that the data obtained enables the researcher to answer the research questions as unambiguously as possible (Welman, Kruger & Mitchell, 2005). Hence, obtaining the relevant data entails specifying the type of data needed to answer the research questions, to test a theory, or to accurately describe some phenomenon.

As aforementioned, a research design is a plan for research which spans the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell & Clark, 2011). The selection of a research design is based on the nature of the research problem or issue being addressed, the researchers' personal experiences, as well as the respondents for the study as noted to by Williams (2011). For instance, Morgan (2014) notes that before a builder can develop a work plan or order materials he must first establish the type of building required and its uses because the entire work plan can flow from this. Morgan

(2014) also notes that similarly, in research the issues of sampling, data collection and analysis are all subsidiary to the research design. This simply implies that failure to attend to research design matters at the beginning of the research process will lead to weak and unconvincing conclusions which do not answer the research questions.

The survey design was used in assessing the role of guidance and counselling in promoting learner discipline. Surveys are very appropriate for collecting people's views, opinions and perceptions about a certain phenomenon (Creswell, 2014). Surveys are also suitable for use when relatively large samples are to be used, as it is the case with the present study, where many participants were involved. This provided a better understanding into the role guidance and counselling play in promoting learner discipline. Kane and O'Reilly-de Brin (2001) explained that a survey can take the form of a questionnaire or an interview schedule.

Hence this was enabled through the use of questionnaires which made it possible to collect large amounts of information from the learners, the teachers, the teacher counselors and the principals. Hence four questionnaires, made up of closed-ended items and open-ended items were used for the study. In addition to the questionnaires, data was also collected through interviews with some of the learners selected from those who had completed the questionnaire. Interviews were also appropriate for this study as the researcher wanted to establish an understanding of the learners' backgrounds, feelings and the possible causes of their ill-discipline, hence an interview guide approach was used.

3.5 Population

A population is the entire group of people to which the researcher wishes to generalise the study findings (Gay, et al., 2009). Walliman (2005) defines a population as a collective term used to describe the total quantity of cases of the type which are the subject of your study. Similarly, Yount (2006) noted that a population consists of all the subjects a researcher wants to study. There are two types of population in research, namely, the target population and the accessible

population. Fricker (2012) explained that the target population is the group of elements to which the researcher wants to make inferences, at least theoretically, and the target population can be counted. The accessible population is a subset of the target population, often resulting from practical considerations.

The population of the study comprised principals, teachers, teacher counsellors and learners in schools with Grades 8 – 12. In other words, learners at secondary school level. Schools with Grades 8 – 12 in Namibia are divided into three categories, namely; Combined Schools (Grades 1 – 10), Junior Secondary Schools (Grades 8 – 10) and Senior Secondary Schools (Grades 8 – 12). This means 80 schools, which translates into approximately eighty (80) principals, eighty (80) teacher counselors, two thousand and two hundred (2200) teachers and forty thousand (40 000) learners (Ministry of Education, Education, Management Information Systems, 2012).

Oshikoto region was selected as it is one of the regions experiencing high learner discipline cases and it is also one of the regions highly affected by poverty, thus a lot of learners are experiencing psycho-social problems (UNICEF, 2012). Oshikoto was also selected because the researcher works in Oshikoto Region, thus it is accessible to the researcher. It is for these reasons that Oshikoto region was selected with anticipation that it will provide a better understanding into the role that guidance and counselling play in promoting learner discipline in secondary schools.

Learners were selected to take part in the study because they are directly involved in discipline problems and for the fact that they are the intended beneficiaries of guidance and counselling services at schools. As managers of schools, principals are often involved in resolving disciplinary cases and are in a good position to provide the needed information for this study. Furthermore, as school managers, principals also have the responsibility to oversee all the programmes in their schools, including the guidance and counseling programmes. Teachers were selected because they have daily in contact with learners and are often at the receiving end of learner indiscipline. Teacher counselors were selected to

participate in the study since they have the responsibility of providing guidance and counselling to learners and they often represent learners during learner disciplinary hearings. These categories of participants are therefore well placed to give the required information on the role of guidance and counselling in promoting learner discipline in schools.

3.6 Sample and sampling procedures

In describing what a sample is, Herek (2012) points out that often data is collected from a subset of individuals, which is the sample and the researcher uses those observations to make inferences about the entire population. Similarly, Neuman (2011) defines a sample as a selected small collection of cases or units that closely reproduces or represents features of interests in a larger collection of cases called population. Testing a sample, allows the researcher to make inferences about the performance of the larger group, which is known as the population (Gay et al., 2009). Kobus (2010) points out that it is impossible to include the entire population in a study because of time and financial constraints. Taking the above arguments into consideration, the researcher drew a representative sample of each group to be studied.

The study targeted ninety (90) secondary schools in the Oshikoto Region of Namibia. The region is subdivided into eight circuits. The researcher used stratified sampling method in selecting schools. Stratified sampling is a way to guarantee desired representation of relevant subgroups within the sample (Gay et al., 2009). Using the stratified sampling technique ensured that each circuit in the region was represented. Similarly, Kobus (2010) pointed out that in stratified sampling, the population is divided into a number of homogeneous, non-overlapping groups, called strata. In this case, the stratum was formed based on natural subgroups, the circuits (Kobus, 2010).

The next step involved randomly selecting schools from each circuit. There are two popular ways of allocating sample sizes to the strata, namely equal allocation

and proportional allocation (Kobus, 2010). For this study, the equal allocation method was used, whereby the same number of elements is drawn from each strata. Five secondary schools were then randomly selected from each circuit. Gay et al. (2009) defines simple random sampling as the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. Thus all the secondary schools in each circuit had an equal chance of being selected for the study. In total, forty (40) secondary schools were selected to participate in the study.

Once the schools were selected, the next step involved choosing the participants. In selecting the principals and teacher counsellors, the purposive sampling procedure was deemed appropriate, where the total sampling method was used. All the principals and all the teacher counselors from the chosen schools were selected to take part in the study to make up a sample 40 principals and 40 teacher counsellors.

In addition, three teachers were randomly selected from each participating school, thus giving a sample of one hundred and twenty (120) teachers. In selecting the learners, only those who had experienced discipline problems were considered. The participating schools were asked to list all the learners who were having discipline problems. From the lists, fifteen (15) learners were randomly selected from each school, to make up a sample of six hundred (600) learners. The sample size is given below:

Table 1: Main study sample size

Respondents	Population	Sample
Principals	90	40
Teachers	2200	120
Teacher counsellors	90	40
Learners	40000	600

In addition to participants who were surveyed, interviews were also conducted with nine learners. These learners were selected by use of the nested concurrent

sampling design. This means that the participants selected for one phase of the study represent a subset of those participants who were selected for the other phase of the study (Johnson & Christensen, 2012). This is to say that the learners who were interviewed were chosen from those who completed the questionnaire. The learners were conveniently selected from the schools that are easily accessible by the researcher.

3.7 Research instruments

Research instruments refer to the tools or means by which investigators attempt to measure variables or items of interest in the data collection process (Hsu & Sandford, 2010). Similarly, Burns and Grove (2003) state that data gathering is the precise, systematic gathering of information relevant to the research questions, using instruments, such as interviews, observation, focus group discussions, narratives and case histories (Burns & Grove, 2003). Interviewing, administering of questionnaires and observing people and phenomena are the three main data collection methods in survey research (Sekaran & Bougie, 2010). The present study followed a mixed methods approach to research, thus the use of both quantitative and qualitative sources of data was incorporated. Creswell and Plano Clark (2011) emphasised that in mixed methods research, the data collection needs to proceed along two strands: qualitative and quantitative. The present study employed questionnaires and in-depth individual interviews. These are discussed below.

3.7.1 Questionnaires

Johnson and Christenson (2012) define a questionnaire as a self-report data collection instrument that each participant fills out as part of a research study. Similarly, Annun (2014) defines a questionnaire as a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting information. A questionnaire is intended to elicit information which will provide insight into the

nature of the problem under study, and should always have a definite purpose that is related to the objectives of the research. A questionnaire should also be clear how the findings will be used and participants should be informed about the purpose of the research wherever possible.

Questionnaires were selected for use in this study because they make it possible to collect large amounts of information from a large number of people in a short period of time (Welman et al., 2005; Walliman, 2005; Gay et al., 2009; Johnson & Christenson, 2012). Tuckman (1994) cited in Chireshe (2006) states that questionnaires make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

An advantage of using questionnaires is that it is easy to reach people who are spread across a wide geographical area as it is the case with the current study. Oshikoto region is one of the biggest regions in Namibia, covering an area of 38 685 km². In addition, questionnaires can be a relatively economic method, in cost and time. Respondents were able to complete the questionnaires at their own time, allowing them to check facts and ponder on the questions – which tends to lead to more accurate information (Walliman, 2005).

Four questionnaires, made up of closed-ended items and open-ended items were used in this study, with each group of participants having its own questionnaire; for example, the Principals' questionnaire, the Teachers' questionnaire, the Teacher counsellors' questionnaire and the Learners' questionnaire. Each group of participants had its own questionnaire. The content of the questionnaire was gathered from the sub-research questions. The questionnaires contained similar items, except in wordings to suit the different groups. The items were clustered into six sections, namely:

- **Section A:** Biographical information of the participants;
- **Section B:** Provision of guidance and counselling services;
- **Section C:** Types of indiscipline problems;
- **Section D:** Factors contributing to learner discipline problems;

- **Section E:** The roles of principals, teachers and teacher counsellors in the management of learner discipline; and
- **Section F:** The use of guidance and counselling in dealing with learner discipline problems in secondary schools.

3.7.2 Interviews

In addition to the questionnaires, data was also collected through qualitative interviews with some of the learners selected from those who had completed the questionnaire. Schunk, Pintrich and Meece (2008) describe an interview as a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally. Qualitative interviews are also called in-depth interviews as they can be used to obtain in-depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations and feelings about a topic (Johnson & Christenson, 2012).

Interviews were appropriate for this study as the researcher had to establish an understanding of the learners' backgrounds, feelings and the possible causes of their ill-discipline. The interview guide approach was used, where topics and issues to be covered were specified in advance, in an outline form (Cohen et al., 2005). Hence, Cohen et al, (2005) add that the outline increases the comprehensiveness of the data and makes data collection systematic for each respondent. According to Morgan (2014) the concentration on context that occurs in open-ended interviewing is not limited to the immediate situation or setting in which the interview occurs. The interviews were conducted with 9 learners with the aim to validate and substantiate on some of the issues raised in the questionnaires. In addition, the interview approach gave the researcher the ability to ask about a wide range of factors that may be relevant and to pursue the connections among those factors. Thus, through the use of an interview guide, the interviews allowed the respondents to give answers in their own words.

3.8 Reliability and Validity

According to Cohen et al. (2005) validity is a demonstration that a particular instrument, in fact, measures what it was supposed to measure. Similarly, Biddix (2009) defines validity as the extent to which an instrument measures what it is supposed to measure and perform what it was designed to perform. External validity is the extent to which the results of a study can be generalised from a sample to a population (Biddix, 2009). Establishing the external validity of an instrument follows directly from sampling. An instrument that is externally valid helps to obtain population generalizability and the degree to which a sample represents the population. On the other hand, content validity refers to the appropriateness of the content of an instrument. Hence, Yaghmaie (2009) adds that content validity can help to ensure and give confidence to the reader and researchers about instruments.

In qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher (Cohen et al., 2005). Quantitative data might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data.

To ensure validity in this study, the appropriate methodology for answering the research questions was used. This means that questionnaires and interviews were deemed appropriate tools for collecting data. The sample selected in both cases was representative of the entire population. This means that the results of the study are able to be generalized to the entire population. As mentioned earlier, the questionnaires were self-constructed. To ensure content validity, the content of the questionnaires and interview guides were given to experts, who included the researcher's supervisor, in school discipline and guidance and counselling to review the items, and ensure that they answered the research questions. According to Goddard and Melville (2004) if no related instruments exist, then the researcher should gather expert opinion on each question on the instrument to determine whether it actually tests what it is supposed to. In addition, the experts must agree that the questions entirely constitute a valid and representative test of

the variable being measured. The experts' opinions were sought to evaluate the instruments and determine whether the items or questions were clear and whether the content was relevant. Improvements were made to the questionnaire on the advice of the experts.

According to Phelan and Wren (2006), reliability is the degree to which an assessment tool produces stable and consistent results. Reliability is concerned with precision and accuracy. In support of the above explanation, Cohen et al. (2005) contended that for research to be reliable it must demonstrate that if it were carried out on a similar group of respondents in a similar context, then similar results would be found. To ensure reliability of the instruments, the experts were asked to rate the questionnaire (out of ten) and their ratings were correlated to get a coefficient which showed the extent to which the questionnaire was seen as reliable.

Validity and reliability were further addressed through the use of multiple data collection methods, which also allowed for triangulation of the different forms of data that were collected.

3.9 Pilot study

A pilot study, which is sometimes called a feasibility study, refers to a mini version of a full-scale study, as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule (Van Teijlingen & Hundly, 2001). Further explaining a pilot study, Van Teijlingen and Hundly (2001) noted that pilot studies are crucial elements of a good study design. Although it does not guarantee success of the main study, conducting a pilot study increases the likelihood of success.

A pilot study was carried out in two secondary school in Oshikoto region. The researcher undertook to conduct a pilot study to determine whether participants would understand the questions, that is, if the questions were clear enough. It was also done to provide information about deficiencies as well as suggestions for

improvement. A pilot study was also done to determine whether the questions were relevant and appropriate and lastly, to establish whether the data obtained can be meaningfully analysed in relation to the research questions.

The four secondary schools that were conveniently selected for the pilot study did not take part in the main study. Following the same sampling procedures as those explained in section 3.6, the four principals of the participating schools, one teacher counsellor from each school, three teachers from each school and 15 learners from each school were selected. Thus the pilot sample size was as follows:

Table 2: Pilot sample size

Respondents	Sample
Principals	4
Teachers	12
Teacher counsellors	4
Learners	60

The researcher personally administered the questionnaires. The participants were asked to carefully respond to the questions, noting anything that was not clear. They were also asked to make suggestions in order to improve the questionnaire, and the necessary changes were made.

When corrections were made after the pilot testing, the questionnaires were ready for use.

3.10 Data collection procedures

Cohen et al. (2005) point out that the principle of informed consent becomes apparent at the initial stage of the research project.

This has implications on the aspect of access to the institution or organisation where the research is to be conducted and acceptance by those whose permission one needs before embarking on the task. In supporting this idea, Creswell and

Clark (2011) noted that researchers require permission to collect data from individuals and sites and that this permission often needs to be sought from multiple individuals and levels in organisations.

Permission was sought and obtained from the Permanent Secretary of the Ministry of Education in Namibia, from the Director of Education: Oshikoto Region. Letters seeking permission to carry out the study in the secondary schools in Oshikoto region were sent to these authorities (see Appendices G, H for letters seeking permission and I, J for letters authorising the study to be carried out). The letters explained the intentions and purpose of the study as well as the significance of the study to the Ministry of Education.

The letter authorising the researcher to conduct the study in Oshikoto region was sent to the selected schools by the office of the Director of Education in the region. Thus, the schools already knew about the study before the researcher contacted the schools. The questionnaires were sent to the schools via the Ministry of Education's postal structures. The questionnaires were accompanied by an information letter to the principals explaining the process (see Appendix K). The letter also explained that some learners who completed the questionnaire will be interviewed. The researcher personally travelled to five schools to conduct one-on-one interviews with learners. Arrangements were made for the completed questionnaires to be sent back to the researcher through the Ministry of Education's postal structures.

3.11 Data analysis

Research findings are no good unless they are analysed (Shank, 2006), hence an essential part of research process is the analysis of data. Indeed, once the data is collected, it has to be sifted through to make sense of it through analyzing the data in relation to the research problem (Walliman, 2005; Welman at al., 2009). There are several reasons why data is analysed, some of which are to: measure, make comparisons, examine relationships, forecast, test hypotheses, construct concepts and theories, explore, control and explain (Walliman, 2005).

The study adopted a mixed methods approach to research, thus data analysis took the form of both quantitative and qualitative data analysis methods. Furthermore, the study used the convergent parallel design, which involves the simultaneous collection of quantitative and qualitative data, followed by a combination and comparisons of these multiple data sources. Creswell and Clark (2011) noted that in the convergent design, the data collection involves collecting both quantitative and qualitative data concurrently, analysing the information separately, and then merging the two data bases.

Analysis of quantitative data uses the syntax of mathematical operations to investigate the properties of data (Walliman, 2005). Therefore, data analysed this way must be quantitative in nature. The larger part of the questionnaires was analysed through the use of a descriptive computer software, the Statistical Package for Social Sciences (SPSS). The process involved assigning numeric values (coding) to responses. Following tabulation, the next step was to summarize the data using descriptive statistics. Frequencies, percentages were used, and data was presented using tables and graphs.

In analysing qualitative data from interviews and the open-ended items from the questionnaire, the researcher firstly transcribed and organised the data. Transcription means transforming qualitative data into text (Johnson & Christenson, 2012). The next step involves segmenting, coding and developing category systems. This means developing data into meaningful analytical units, marking segments of data with symbols, descriptive words, or category names. The next step involved sifting through the materials to identify relationships between the variables, patterns and themes. Data reporting took the form of descriptive words, verbatim quotations and tables.

The data was then converged and merged which Creswell (2014) explains as a process in this research design whereby the two data bases are analysed separately and then brought together. Quantitative statistical results were reported and then discussed and the qualitative (e.g. themes) findings that either confirm or disconfirm the statistical results were discussed. This is called a side by side

approach because the researcher makes comparison within a discussion, whilst presenting first one set of findings and then the other.

3.12 Ethical considerations

Walliman (2005) states that research ethics are primarily concerned with the effects of research on people, and importantly on those people who get involved in the research process in one way or another. The researcher should ensure that the research is not compromised. Hence, Welman et al. (2009) state that the principles underlying research ethics are universal and concern issues such as honesty and respect for the rights of individual. For this study, the following ethical considerations were made.

3.12.1 Harm to participants

Research should not cause harm to participants. Ethical research is aimed at causing no harm and, if possible, producing some gain, not only for the wider field, but for the participants in the project (Wallimn, 2005). Participants in this study were not exposed to any physical or emotional harm. No sensitive information was solicited from the respondents. The researcher as a qualified learner counsellor herself took proper care of the learners that were interviewed in case they displayed any discomfort during interviews. Care was thus taken to avoid the learners becoming overly emotional in the interviews. Information from the rest of the participants was not private and sensitive.

3.12.2 Informed consent

Informed consent is a basic, ethical ideology of scientific research on human populations (Gay et al. 2009). It means participants should be able to decide to take part freely in a research, based on informed consent. An important aspect of the decision of the participants to take part or not is the quality of the information they receive about the research, enabling them to make a fair assessment of the project so that they can give informed consent (Walliman, 2005).

For this study, the participants were informed about the benefits from their participation and the benefits the study would contribute to the education in the

country. Furthermore, the principals, teacher and teacher counsellors were asked to sign consent forms, indicating their willingness to participate in the study. Regarding the learners, consent was sought from their parents/guardians by signing the child consent form. Participants were informed of their right to or not to take part in the study or to discontinue from the study at any time of the study. They were also informed that the data gathered would only be used for the purposes of this study.

3.12.3 Confidentiality and anonymity

Confidentiality is designed to protect the privacy of the individual and protect that individual from harm (Shank, 2006). On the other hand, the essence of anonymity is that information provided by participants should in no way reveal their identity (Cohen et al., 2005). The study should thus uphold both the confidentiality and anonymity of the participants. For the present study, care was taken to ensure the confidentiality and anonymity of the participants. To ensure this, participants were not asked to write their names or any other personal means of identification on the questionnaires. Furthermore, the participants' responses were grouped and not presented individually, thus individual's responses could not be identified in the grouped data. Codes were used during interviews and transcription. This way, the respondents would be matched to responses but not identified by name.

3.13 Summary

The aim of this chapter was to present the research methods which were inclusive of all the strategies and tools used for data collection and the methods that were used in analysing the data that was collected thereto. This chapter also included an explicit exposition of the research paradigm, research approach, research design, population, sample and sampling procedures, research instruments, pilot study, data collection procedures, data analysis procedures and ethical considerations which were necessary in the research process of this study in an attempt to address the research objectives whilst responding to the research questions.

CHAPTER 4

DATA PRESENTATION, ANALYSIS/DISCUSSION

4.1 Introduction

This study examined the role of guidance and counselling in promoting learner discipline in secondary schools in the Oshikoto region of Namibia. In this chapter, the results obtained from the study are presented, analysed and discussed. The study's main aim was to assess the use of guidance and counselling in managing learner discipline as viewed by school principals, teachers, teacher counsellors and learners experiencing discipline problems. The study was guided by the main question: How does guidance and counselling promote learner discipline in secondary schools? The sub-research questions were:

- How is guidance and counselling presently provided in secondary schools?
- What types of discipline problems are prevalent in secondary schools?
- What are the possible factors contributing to learner discipline problems?
- What are the roles of principals, teachers and teacher counsellors in the management of learner discipline?
- How is guidance and counselling presently used in dealing with learner discipline problems in secondary schools?
- How can the use of guidance and counselling in schools be strengthened to promote learner discipline?

With these questions, the main objective of the study was thus to assess how guidance and counselling promote learner discipline in secondary schools, with the specific objectives being to:

- Establish the current provision of guidance and counselling services in secondary schools.
- Explore the types of indiscipline problems that are prevalent in secondary schools.
- Determine the factors contributing to learner discipline problems.
- Establish the roles of principals, teachers and teacher counsellors in the management of learner discipline.
- Determine how guidance and counselling is presently used in dealing with learner discipline problems in secondary schools.
- Suggest strategies to strengthen the use of guidance and counselling in promoting learner discipline.

Data were collected from four groups of participants, namely; principals, teachers, teacher counsellors and learners. Data were collected through questionnaires and interviews, and each group of participants had their own questionnaire. The questionnaires contained similar items, except in wording to suit the different groups. The items were clustered into six sections, namely:

- **Section A:** Biographical information of the participants;
- **Section B:** Provision of guidance and counselling services;
- **Section C:** Types of indiscipline problems;
- **Section D:** Factors contributing to learner discipline problems;
- **Section E:** The roles of principals, teachers and teacher counsellors in the management of learner discipline; and
- **Section F:** The use of guidance and counselling in dealing with learner discipline problems in secondary schools.

To avoid the unnecessary repetition that often characterises work where data presentation and data analysis are separated into two chapters, the present study presented the data and immediately analysed and discussed them. Data were presented and analysed/discussed following the order of the questionnaire, but of course ensuring that research questions and objectives were addressed.

The first section of this chapter presents the demographic information of the participants, followed by a section about the provision of guidance and counselling services in schools. This is followed by the findings and discussion on the types of discipline problems that are prevalent in secondary schools. The fourth section presents the analysis of the results about the factors that are contributing to learners' disciplinary problems. Section five presents the findings on the roles of principals, teachers and teacher counsellors in promoting learner discipline, followed an analysis and discussion of the results on the role of guidance and counselling in dealing with learner disciplinary problems. The last section of this chapter presents the strategies that can be used to strengthen the use of guidance and counselling in promoting learner discipline in secondary schools.

The data gathered through the questionnaires are presented in tables and graphs, followed by an analysis and discussion of the results. The data collected through interviews are integrated into the discussion to substantiate/buttreass and or refute the findings.

4.2 Biographical characteristics of participants

This section presents the biographical variables of the participants. In total, 655 participants responded to the questionnaire. The questionnaire had four versions with each group of participants having its own questionnaire; for example, principals' questionnaire, teachers' questionnaire, teacher counsellors' questionnaire and learners' questionnaire. In-depth interviews were conducted with nine learners. In tables 3 to 7, the frequencies and percentage frequencies of the participants are presented and discussed.

Table 3: Biographical information of principals (n=31)

Biographical Variables	Variable description	Frequency (number)	Percentage (%)
Gender	Male	25	80.6
	Female	6	19.4
Age	26 – 30 years	2	6.5
	31 – 39 years	7	22.6
	40 – 49 years	12	38.7
	Over 50 years	10	32.3
Teaching experience	6 – 10 years	2	6.5
	11 – 15 years	12	38.7
	More than 15 years	16	54.8
Experience as principal	Less than 1 year	3	9.7
	1 – 5years	10	32.3
	6 – 10 years	8	25.8
	11 – 15 years	6	19.4
	More than 15 years	4	12.9
Level of education	Master degree	2	6.5
	Bachelor degree	17	54.8
	Diploma	11	35.5
	Others	1	3.2
Type of school	Combined School	21	67.7
	Junior Secondary School	4	12.9
	Senior Secondary School	6	19.4

Table 3 shows that there were significantly more male principals than females, that is, 80.6% males compared to 19.4% females. In selecting the schools, the gender of the principals was not taken into account. It was however interesting to note the great gender disparity in the results. The results indicate that many schools are led by male principals compared to female principals, despite there being more female teachers than males. Makuwa (2005) reports that more than 60% of the qualified teachers in Namibia were female, but there are very few of them in management positions such as head of departments or principals. In Namibia, the position of a school principal is a promotional position. Men and women are all encouraged to apply. In fact, one would expect to find more female principals than males, looking at the issue of Affirmative Action policy in Namibia which advocates for the appointment of women in leadership positions. According to the Affirmative Action Act No. 29 of 1998 of the Republic of Namibia, affirmative action is defined as:

Measures designed to ensure that persons in designated groups enjoy employment opportunities at all levels of employment and are equitably represented in the workforce of a relevant employer.

The act states that there are three designated groups whose members are to benefit from the implementation of this act, namely; women (irrespective of race), persons with disabilities (physical or mental limitations, irrespective of race or gender) and racially disadvantaged persons. The act further states that an employer must give preference to Namibian citizens and to candidates who belong to the designated groups, thereby, clearly stating its intention that relative priority be given to such individuals.

With the Affirmative Act in place, one would expect there to be more female principals. Clearly, the Affirmative Action plan has not yet been realised. In his study on the impact of Namibia's Affirmative Action Policy, Sifani (2009) found that despite the government's efforts to rectify the imbalances of the past, very little progress has been made in terms of increasing the representation of the designated groups at management levels of various institutions. Sifani (2009) also found that many years after the introduction of the Affirmative Action Policy in the country, the workforce profile of some employers still reflect the dominance of advantaged persons in management positions compared to people from disadvantaged groups.

This trend is observed all over the world as Hansen (2014) noted that gender inequalities in the workplace continue to plague aspiring career – directed women. In education, it is established that there are fewer female high school principals than males. Furthermore, Turcotte (2011) reports that more women than men enroll in college and university programmes after completing high school education and that a greater percentage graduate. Despite all that, certain challenges persist: women's employment earnings are on average still lower than men even when they have the same qualification (Turcotte, 2011).

The majority of the principals (38.7%) fall in the age category of 40 – 49 years, while 32.3% were over 50 years, 22.6% were 31 – 39 years and only 6.5% were 26 – 30 years. Makuwa (2005) reported that the average age of the school principals in Namibia tends to be higher. The reason for the higher age of the principals could be attributed to the appointment requirements of school principals. The first requirement for a person to be appointed as a school principal is that one must be serving as a Head of Department (HoD) or serving in an equivalent position, such as that of a Senior Education Officer. In addition to qualifications and other conditions, for one to become an HoD, a person must have served as a teacher for a minimum of six years. It is thus likely that by the time a person has met the requirements, the age has also gone up. Another reason could be that people trust older people in leading schools compared to younger ones. The current study assessed the role of guidance and counselling in promoting learner discipline. Ngotho and Zani (2014), in their study on the impact of counselling methods on promoting learner discipline, found that the age of principals had no impact on the principals' involvement in the school guidance and counselling programme.

More than fifty percent of the principals have a teaching experience of more than 15 years, while 38.7% have 11 – 15 years, and only 6.5% have a teaching experience of 6 – 10 years. This is in line with the principals' ages and the appointment requirements of principals. On how long the principals have been principals, the results show that the majority (32.3%) have been principals for 1 – 5 years. On the other hand, 25.8% have been principals for 6 – 10 years, while 19.4% were principals for 11 – 15 years and 12.9% have been principals for more than 15 years. Only 9.7% were principals had been principals for less than one year.

The results show that more principals have been in the teaching profession for a long time. Miranda, Amadhila, Dengeinge and Shikongo (2010) in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III Report (2010), indicated that the average number of years of teaching experience of principals was between 22 and 23. It is desirable that school principals should

be experienced to provide the necessary management and leadership skills, although the older principals may struggle to cope with the new dynamics and demands of the education system. The use of guidance and counselling in managing discipline is also a relatively new concept and principals who were used to utilising other approaches such as punitive methods might be reluctant to use it.

Table 3 further shows that more than fifty percent (50%) of the principals have a Bachelor of Education (B.Ed.) degree, while 35.5% hold diplomas, 6.5% hold Master's degrees and only 3.2% indicated that they hold other qualifications. This is in line with recent reports that the qualifications of school principals in Namibia have improved significantly in the last years (Makubalo, 2005; Miranda et al., 2010; Namibia Statistics Agency, 2012). Looking at the qualifications of the principals, it is clear that nearly all the sampled schools are led by qualified personnel.

Table 3 also shows that 67.7% of the principals came from combined schools, and only 19.4% and 12.9% came from senior secondary and junior secondary schools respectively. The number of principals from combined schools in the sample is consistent with the higher number of combined schools in the country. In Oshikoto region where the study was conducted, of the 80 schools with Grades 8 – 12 in the region, 62 (77.5%) of them are combined schools, with 14 (17.5%) being senior secondary and only 4 (5%) being junior secondary schools (Ministry of Education, 2015). In 2012, Namibia had 498 combined schools out of a total of 1 723 schools as captured in the Education Management Information System of the Ministry of Education (EMIS) (2012).

The next table presents the biographical information of the teachers that participated in the study.

Table 4: Biographical information of teachers (n=98)

Biographical Variables	Variable description	Frequency (number)	Percentage (%)
Gender	Male	39	39.8
	Female	59	60.2
Age	20 – 25 years	16	16.3
	26 – 30 years	25	25.5
	31 – 39 years	39	39.8
	40 – 49 years	13	13.3
	Over 50 years	5	5.1
Teaching experience	1 - 5 years	40	40.8
	6 – 10 years	34	34.7
	11 – 15 years	12	12.2
	More than 15 years	12	12.2
Highest level of education	Master degree	4	4.1
	Bachelor degree	44	44.9
	Diploma	42	42.9
	Others	8	8.2
Type of school	Combined School	66	67.3
	Junior Secondary School	10	10.2
	Senior Secondary School	22	22.4

Table 4 shows that there were more female teachers than male teachers. The higher number of female teachers in the sample is consistent with the higher number of female teachers in schools. As discussed in chapter 3, teachers were randomly selected and no special arrangements were made with regard to gender. The researcher thus obtained a sample that is a true reflection of what is on the ground. It was however interesting to note the great gender disparity in the results. More than 62% of teachers in Namibian schools are female (EMIS, 2012). Kelleher (2011) reports that some commonwealth countries in the Southern African sub-region of the continent like Botswana, Namibia, South Africa, Lesotho and Seychelles all show female teachers as a high majority at the primary level, with Namibia maintaining this trend in secondary schools. Similar findings are also reported in Canada, where it was found that women increasingly make up the majority of workers in education-related occupations, thus it is likely that there will be more female teachers than male teachers (Turcotte, 2011). The same trend

was also observed in Finish schools, with more female teachers dominating schools compared to males (Lahelma, 2000).

The table further shows that the majority of the teachers (39.8%) were between the ages of 31 and 39 years, followed by those between the ages of 26 and 30 years at 39.8% and 25.5% respectively. Only 18.4% of the teachers were older than 40 years, thus indicating a slightly young teaching force. Table 4.2 further shows that over 40% of the teachers have a teaching experience between 1 – 5 years, indicating that most teachers have not been in service for a long time. In addition, over 34% have a teaching experience of 6 – 10 years, while 24.4% have a teaching experience of more than 10 years.

The results show that many teachers are relatively young and that many of them have not been teachers for a long time. It is common knowledge that inexperienced teachers struggle with maintaining order in their classrooms compared to experienced teachers. The 2008, OECD's Teaching and learning international survey (Talis) on the experiences of new teachers found that less than three-quarters of new teachers' classroom time was spent on actual teaching and learning, with the main reason being that new teachers spend the greater percentage of time on keeping order (Jensen, Sandoval-Hernandez, Knoll & Gonzalez, 2012). The survey also found that on average, about 18% of new teachers' class time was spent trying to keep order in the classroom compared to around 13% for more experienced teachers (Jensen et al., 2012). However, in as much as experienced teachers are better equipped to keep order in the classroom compared to inexperienced teachers, they might struggle to cope with the new dynamics and demand of the education system and are not always open to new ideas. The ideal situation is for schools to have a balance between experienced teachers and new graduate teachers.

Table 4 also shows that 44.9% of the teachers have bachelor degrees, 42.9% have diplomas and 4.1% are master degree holders. This is an indication that all the teachers who took part in the study have tertiary education qualifications to heed to a call that was made at independence in 1990 that teachers without

relevant qualifications should upgrade/acquire the relevant qualifications. At independence in 1990, there were several teachers from the previous ethnic educational authorities who had different years of teacher training, ranging from no training at all to three years and above (NSA, 2012). One of the main changes in education since independence has been the attention paid to teacher education. In 1993 (three years after independence), only 40.7% of teachers were qualified to teach at secondary level (Namibia Statistics Agency, 2012). Overall, the percentage of qualified teachers at secondary level grew to 73.2% in 2001 and to 93.2% in 2012 (NSA, 2012). The increase in qualified teachers is due to both pre-service and in-service training programmes.

As in the case with principals, the majority of the teachers come from combined schools. The number of teachers in combined schools in the sample is consistent with the higher number of combined schools in the country. In Oshikoto region where the study was conducted, of the 80 schools with Grades 8 – 12 in the region, 62 (constituting 77.5%) of them are combined schools, with 14 (constituting 17.5%) being senior secondary and only 4 (which is 5%) being junior secondary schools (Ministry of Education, 2015). In 2012, Namibia had 498 combined schools out of a total of 1 723 schools as captured in the Education Management Information System of the Ministry of Education (EMIS) (2012).

The following table presents the biographical information of the teacher counsellors.

Table 5: Teacher Counsellors' biographical information (n=37)

Biographical Variables	Variable description	Frequency (number)	Percentage (%)
Gender	Male	18	48.6
	Female	19	51.4
Age	26 – 30 years	5	13.5
	31 – 39 years	16	43.2
	40 – 49 years	8	21.6
	Over 50 years	8	21.6
Teaching experience	1 - 5 years	2	5.4
	6 – 10 years	13	35.1
	11 – 15 years	10	27.0
	More than 15 years	12	32.4
Experience as a teacher counsellor	1 – 5years	26	70.3
	6 – 10 years	4	10.8
	11 – 15 years	5	13.5
	More than 15 years	2	5.4
Level of education	Master degree	3	8.1
	Bachelor degree	14	37.8
	Diploma	20	54.1
Training as a counsellor	In-service training (i.e. workshops)	31	83.8
	Pre-service (part of tertiary qualification)	1	2.7
	Not trained as a teacher counsellor	5	13.5
Type of school	Combined School	26	70.3
	Junior Secondary School	3	8.1
	Senior Secondary School	8	21.6

Table 5 shows that there were more female teacher counsellors (51.4%) than male teacher counsellors (48.6%), in line with the high number of female teachers compared to male teachers in schools (Kelleher, 2011; Ministry of Education, 2012). In selecting teacher counsellors, no considerations were made regarding gender. However, one would expect it to be a good thing that there are more female teacher counsellors than male ones. One would expect female learners to be more comfortable with female teacher counsellors and male learners to be more drawn to male counsellors. Wanjohi (1990) and Maithya (1998) cited in Karangu and Muola (2011) both reported that female counsellors were more adept in dealing with learners than male counsellors according to their study findings.

Contrary to the two studies' findings, Karangu and Muola (2011) found that the participants do not regard the gender of the teacher counsellors as a crucial determinant of service delivery. On the other hand, Yilmaz-Gozu (2011) conducted a study in Turkish schools and found that for female learners, neither counsellor gender, problem type nor their interaction affected help-seeking attitude. In contrast, male learners showed that the interaction of counsellor gender and problem type influenced total help-seeking attitudes Yilmaz-Gozu (2011).

Table 5 further shows that only 13.5% of the teacher counsellors were between the ages of 26 and 30 years indicating that the majority of the teacher counsellors were older than 30 years. Thus, 43.2% were between the ages of 31 and 39 years while 21.6% were between 40 and 49 years and over 50 years respectively. In line with the teacher counsellors' age, the majority of them have a teaching experience of more than 6 years and only 5.4% have a teaching experience between 1 and 5 years. One of the requirements of becoming a teacher counsellor in Namibia is that a person should have a teaching experience of five years, two of which must have been as a Life Skills teacher (Ministry of Education, 2011). One would expect that the age of the teacher counsellors and their experience would affect their delivery of guidance and counselling. With age and experience the teacher counsellors become wiser and hopefully would have honed their counselling skills over the years. A study by Karungu and Muola (2011) found that the participants agreed that the age of the counsellor affects delivery of guidance and counselling services. They further reported that sixty percentage of the principals who took part in their study considered age when appointing teacher counsellors.

Over 70% of the teacher counsellors have been full-time teacher counsellors for only 1-5 years. This is because full time Life Skills teachers /teacher counsellors were only appointed in 2011 (Ministry of Education, Namibia, 2011). The remainder of the teacher counsellors indicated that they have been teacher counsellors for 11 years and more. This is because some teacher counsellors were already serving as teacher counsellors in addition to being teachers with other subjects and responsibilities (Fourie, 2010; Mbongo, 2013).

On the issue of training, more than fifty percent of the teacher counsellors have diplomas, 37.8% have bachelor degrees and only 8.1% hold master degrees. As in the case with teachers, the number of qualified teachers has significantly increased over the years since independence, when measures were put in place to allow teachers to attain appropriate qualifications. The results also show that only one teacher counsellor was trained in guidance and counselling at tertiary level, while more than 80% received their training in guidance and counselling through in-service training, such as workshops. Of the teacher counsellors, 13.5% had no training at all in guidance and counselling. These results find support in Vergnani et al. (2010) who noted that teacher counsellors mostly relied on the in-service training given by Regional School Counsellors (RSCs). According to Vergnani, et al. (2010), the in-service training that teacher counsellors get from RSC provides a good introduction to counselling and is highly rated by teacher counsellors.

As it is the case with principals and teachers, the majority of the teacher counsellors come from combined schools. The number of teacher counsellors from combined schools in the sample is consistent with the higher number of combined schools in the country. In Oshikoto region where the study was conducted, of the 80 schools with Grades 8 – 12 in the region, 62 (77.5%) of them are combined schools, with 14 (17.5%) being senior secondary and only 4 (5%) being junior secondary schools (Ministry of Education, 2015). In 2012, Namibia had 498 combined schools out of a total of 1 723 schools as captured in the Education Management Information System of the Ministry of Education (EMIS) (2012).

Table 6 presents the biographical information of the learners who participated in the study.

Table 6: Biographical information of learners (n=489)

Biographical Variables	Variable description	Frequency	Percentage (%)
Gender	Male	274	56
	Female	215	44
Age	12 – 14 years	24	4.9
	15 – 17 years	254	51.9
	18 – 19 years	135	27.6
	19 – 20 years	54	11
	Over 20	22	4.5
Grade	Grade 8	90	18.4
	Grade 9	148	30.3
	Grade 10	171	35
	Grade 11	41	8.4
	Grade 12	39	8
Type of school	Combined School	329	67.3
	Junior Secondary School	60	12.3
	Senior Secondary School	100	20.4

Table 6 shows that the learner sample was made up of more males than female learners. This is despite the fact that there are usually more female learners than male learners in Namibian schools (EMIS, Ministry of Education, 2012). Since the study targeted learners with discipline problems, it is likely that there were more male learners in the sample as male learners are more likely to misbehave than female learners. Grossman (2009) is however of the view that boys' aggressive behaviour which is usually physical – pushing, shoving, hitting and so on – is more visible to the teachers than girls' relational aggression – ostracizing others from the group, telling stories about them, and so on.

More than half of the learners were between the ages of 15 – 17 years, 27.6% were between 18 – 19 years, 11% were between 19 – 20 years and 4.5% were over 20 years. Furthermore, the majority of the learners (30.3%, 35%) were in Grades 9 and 10 respectively. Of the remaining learners, 18.4%, 8.4% and 8% were in Grade 8, 11 and 12 respectively.

As is the case with principals, teachers and teacher counsellors, the majority of the learners were from combined schools. The number of learners in combined schools in the sample is consistent with the higher number of combined schools in the country. In Oshikoto region where the study was conducted, of the 80 schools with Grades 8 – 12 in the region, 62 (77.5%) of them are combined schools, with 14 (17.5%) being senior secondary and only 4 (5%) being junior secondary schools (Ministry of Education, 2015). In 2012, Namibia had 498 combined schools out of a total of 1 723 schools as captured in the Education Management Information System of the Ministry of Education (EMIS) (2012).

In table 7, the biographical characteristics of the learners who were interviewed are presented.

Table 7: Biographical information of the interviewed learners (n=9)

Biographical Variables	Variable description	Frequency	Percentage
Gender	Male	5	55.6
	Female	4	45.5
Age	12 – 14 years	0	0
	15 – 17 years	3	33.3
	18 – 19 years	4	44.5
	19 – 20 years	1	11.1
	Over 20	1	11.1
Grade	Grade 8	1	11.1
	Grade 9	0	0
	Grade 10	0	0
	Grade 11	2	22.2
	Grade 12	6	66.7
Type of school	Combined School	0	0
	Junior Secondary School	0	0
	Senior Secondary School	9	100

Table 7 shows the profile of the learners who were interviewed. There were 9 learners in total, 5 boys and 4 girls, indicating that there were slightly more boys than girls. The majority (44.5%) of the learners who were interviewed were between the ages of 18 and 19 years, followed by those who are between 15 and

17 years. The majority (66.7) of them were in Grade 12, while 22.2% were in Grade 11 and only one was in Grade 8. All the interviewed learners were from senior secondary schools. Of the interviewed learners, only two were living with their biological parents (mothers), The rest were living with relatives. It was interesting to note that none of the interviewed learners were living with both parents.

4.3 The provision of school guidance and counselling services

The aim of the study was to assess how guidance and counselling can be used to promote learner discipline in secondary schools in the Oshikoto Region. In establishing and understanding the role of guidance and counselling in promoting learner discipline, a broader view of what guidance and counselling services entails is needed. This section of the questionnaire looked at the components of guidance and counselling and how the schools were providing guidance and counselling services to learners. The school guidance and counselling services may be categorised into three distinct but interlinked areas: academic or educational, vocational or career guidance and personal or social guidance.

The participants responded to a four-point Likert scale type questions to indicate how they viewed the provision of guidance and counselling services at their schools. The rating scale ranged from **often, not often, never and not sure**. Data analysis was done by calculating the frequency percentage of each statement. For easy reporting, results and discussions are presented according to the components of guidance and counselling. Table 8 presents the participants' responses regarding the provision of guidance and counselling services, specifically on the educational/academic component.

Table 8: Participants' responses to the services of the guidance and counselling programme regarding the academic/educational guidance

Respondents	Statement	Opinion on statement				Total
		Often	Not often	Never	Not Sure	
		%	%	%	%	%
Principals (n=31)	1. Help learners acquire study skills	71.0	29.0	0	0	100
	2. Learning support to learners experiencing learning problems	74.2	22.6	3.2	0	100
	3. Assist learners acquire positive attitudes for effective learning	77.4	33.6	0	0	100
Teachers (n=98)	1. Helping learners acquire study skills	59.2	28.6	4.1	8.2	100
	2. Learning support to learners experiencing learning problems	38.8	48.0	1.0	12.2	100
	3. Assist learners acquire positive attitudes for effective learning	70.4	25.5	1.0	3.1	100
Teacher counsellors (n=37)	1. Helping learners acquire study skills	75.7	24.3	0	0	100
	2. Learning support to learners experiencing learning problems	35.1	54.1	5.4	5.4	100
	3. Assist learners acquire positive attitudes for effective learning	59.5	27.0	5.4	8.1	100
Learners (n=489)	1. Helping learners acquire study skills	61.6	19.8	5.9	12.5	99.8
	2. Learning support to learners experiencing learning problems	40.5	27.8	13.1	18.4	99.8
	3. Assist learners acquire positive attitudes for effective learning	64.0	17.8	5.9	12.1	99.8

Respondents seem to be satisfied with the provision of guidance and counselling services aimed at helping learners in acquiring and improving their study skills such as time-management, listening techniques and examination skills and strategies. A large number of the principals (71%) and teacher counsellors (75.7%) felt that learners were often guided in developing and improving their study skills. The majority of the teachers (59.2%) and learners (61.6%) shared the same sentiment. The learners who were interviewed indicated that helping learners to acquire and improve their study skills was mostly done through the Life Skills subject. This finding supports the concept that guidance and counselling helps the

learner to develop effective study habits by improving learners' competencies in reading, note taking and, therefore, improving academic achievement (Guez & Allen, 2000).

The Life Skills curriculum in Namibia contains a section on career guidance. Under the career guidance section are study skills which include, among others topics, listening skills, concentration skills, time management, summary skills, positive study attitudes, examination preparation skills, scanning, reading and underlining during study (Ministry of Education, 2005). The curriculum is adequate in ensuring that learners are equipped with study skills. The problem arises when learners are not fully exposed to the curriculum. The Life Skills subject in Namibia is a non-promotional subject, and learners do not write tests or examinations, which means that it does not count towards a learner getting promoted. There are many cases where teachers and learners do not take the subject seriously. Mbongo (2013) argued that because learners know that they would not be made to repeat a grade because they failed Life Skills, they do not take it seriously. The same was also said about some Life Skills teachers not taking the subject seriously as they know that no examinations will be written at the end of the year.

While a large number of principals (74.2%) felt that learning support was often given to the learners who are experiencing learning difficulties, only 38.8% of teachers, 35.1% of teacher counsellors and 40.5% of learners felt that it was provided. This means that the guidance and counselling services were not catering for the needs of the learners with learning difficulties. The Ministry of Education in Namibia has mandated schools to put up learning support programmes in all schools (Ministry of Education, 2011). Teacher counsellors were mandated to head the Learning Support Programme in their schools and ensure that learners experiencing learning difficulties are supported accordingly. Interviews with learners revealed that there was very little learning support given to learners experiencing learning difficulties. Furthermore, in addition to coordinating the Learning support programme in their schools, teacher counsellors are expected to counsel learners with learning difficulties, who also experience emotional/behavioural difficulties (Ministry of Education, 2014).

Furthermore, the majority of the participants (77.4%, 70.4%, 59.5% and 64% of principals, teachers, teacher counsellors and learners, respectively) are in agreement that the guidance and counselling services assist learners to acquire positive attitudes for effective learning. Crede and Kuncel (2008) noted that a positive attitude is needed for successful learning and it is one of the most important factors in predicting academic success. The findings are consistent with a study conducted by Hako (2015) on the stakeholders' perspectives on the school counselling programme in Namibia, which found that a major role of the Namibian school counselling programme is that of helping learners in their studies and to perform well academically by supporting them to develop good and healthy attitudes toward their school work. Guidance and counselling should facilitate learning and improve the academic achievement of learners. Ngotho and Zani (2014) found that schools mostly utilised guidance and counselling for the purposes of academic improvement and obtaining good results in examinations.

Academic/educational guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life (McLaughlin, Clark & Chisholm, 1996; Mwamwenda, 2004). Providing educational/academic support to learners means guiding learners in managing their time effectively, assisting those that are experiencing learning problems and assisting learners in acquiring attitudes, knowledge and skills needed for effective learning. This goes a long way in ensuring that learners dedicate their time to academic matters and that they have a purpose in life.

Table 9 presents the participants' responses on the services of the guidance and counselling programme regarding the vocational and career guidance services.

Table 9: Participants' responses on the services of the guidance and counselling programme regarding the vocational and career guidance services

Participants	Statement	Opinion on statement				Total
		Often	Not often	Never	Not Sure	f(%)
Principals (n=31)	1. Guide learners in choosing fields of study (career options)	61.3	32.3	6.5	0	100
	2. Equip learners with strategies to achieve career goals	54.8	41.9	3.2	0	100
	3. Give info about further education.	54.8	38.7	6.5	0	100
	4. Help learners understand the link between school and work	45.2	41.9	3.2	9.7	100
Teachers (n=98)	1. Guide learners in choosing fields of study (career options)	58.2	25.5	7.1	9.2	100
	2. Equip learners with strategies to achieve career goals	46.9	43.9	2.0	7.1	100
	3. Give info about further education.	50.0	36.7	2.0	11.2	100
	4. Help learners understand the link between school and work	42.9	42.9	3.1	11.2	100
Teacher counsellors (n=37)	1. Guide learners in choosing fields of study (career options)	83.8	13.5	2.7	0	100
	2. Equip learners with strategies to achieve career goals	73.0	24.3	2.7	0	100
	3. Give info about further education.	67.6	32.4	0	0	100
	4. Help learners understand the link between school and work	70.3	21.6	5.4	2.7	100
Learners (n=489)	1. Guide learners in choosing fields of study (career options)	55.6	18.2	14.5	11.5	99.8
	2. Equip learners with strategies to achieve career goals	62.4	19.4	8.2	10.0	100
	3. Give info about further education.	60.9	19.8	9.2	9.8	99.8
	4. Help learners understand the link between school and work	57.9	17.8	9.4	14.7	99.8

The study further sought to establish participants' views on the provision of vocational and career guidance services to learners at their schools. Table 9 shows that the majority of the respondents from all the groups viewed the provision of guidance and counselling in guiding learners in choosing their fields of study positively. On one hand, there were a considerable number of participants who felt that learners were not often guided in choosing and making career choices as indicated by 32.3% of the principals, 25.5% of the teachers, 13.5% of the teacher counsellors and 18.2% of the learners. The learners mentioned that they were

mainly taught about fields of studies and career choices during the Life Skills lessons. This implies that learners were never assisted in choosing fields of study (career options) on an individual basis, based on their interests, aptitudes and personality. These results are consistent with those found by Ngotho and Zani (2014) who found that schools mainly utilised guidance and counselling for the purposes of academic improvement and obtaining good results in examinations. Gilman, Huebner and Furlong (2009) noted that sometimes the drive for academic achievement takes over the non-academic needs of the learners.

The Ministry of Education introduced cumulative record cards for learners to aid in the recording of learners' information for their entire school career. It is hoped that at the end of a learners' schooling career, the learners will be guided properly in making vocational choices based on the information accumulated over the years. However, the Ministry of Education NESE Reports of 2008 and 2009 show that the cumulative record cards were not functional in many schools that were evaluated during those years. Some of the reasons given why the cards were not functional in many schools were that teachers were reluctant to complete the cumulative record cards citing overload of administration duties and that they did not know how to complete the cards; lack of monitoring from the school management and Regional officials; the cards often get lost when learners change schools; teachers were not very clear about the uses of the cumulative record cards.

It is important that learners are guided in choosing careers to ensure that they choose the right careers, one that they are interested in and have the aptitude for. Choosing a career is one of the most important decisions that a person will ever make in their lives. However, many learners leave schools without the needed guidance in choosing their career, which leads to unsatisfactory career choices. Ochong (2013) cited in Gbenga and Toyin (2014) observed that schools and college learners graduated without the relevant occupational skills to secure a job in the labour market. This is because learners often leave secondary schools without career guidance including employment opportunities in the job market. There are so many opportunities for the youth in developing their potential to the

fullest, and the variety of opportunities exist for meaningful career choice through career guidance (Gbenga & Toyin, 2014),

Table 9 further shows that the participants have mixed perceptions on the provision of guidance and counselling in equipping learners with strategies to achieve career goals. Only 54.8% of principals and 46.9% of teachers have indicated that guidance and counselling services aimed at equipping learners with strategies to achieve career goals were often provided. On one hand, teacher counsellors and learners have a more positive view on the provision of guidance and counselling in equipping learners with strategies to achieve career goals, compared to principals and teachers. Over 70% of teacher counsellors and over 60% of learners indicated that more often than not, learners were guided through strategies to achieve career goals. As in the previous discussion, this was mostly done during the Life Skills lessons and not on an individual basis.

Principals and teachers viewed the provision of guidance and counselling services in giving adequate information about further education to learners moderately to average compared to teacher counsellors and learners. Only 54.8% of principals and 50% of teachers indicated that such services were often provided, as opposed to 67.6% teacher counsellors and 60.9% learners who felt that learners were often given adequate information about further education. Similarly, the results show that the principals and teachers appreciated the provision of guidance and counselling services when it comes to helping learners to understand the link between education and the world of work as poor. Interestingly, over 70% of the teacher counsellors and 57.9% of the learners believe that it was often provided. The learners indicated that this was mostly done during the in-class Life Skills subject and was never done with individual learners based on their interests and/or aptitudes. Some learners added that further information about further education, funding and job opportunities is given during the annual career expo organized by the Regional Education Office. They, however, indicated that only a very small number of learners from each school attend the expo.

The interviewed learners added that only the best performing learners and those with good manners are selected.

One learners stated:

I have been at this school for three years and was never selected to attend the career expo. Some learners have attended the career expo more than once while some of us never get a chance to attend even once. It is not fair that teachers only select their favourite learners.

Another learner said:

I have always wanted to go to the Career Fair. But we are told that only those who pass well and are considered well behaved can go to the fair.

Another learner who has attended the fair said:

I attended the fair when I was in grade 10. It was very nice. We met many people from different companies who told us about what they do and what their companies offer. It is a pity that I will not be allowed to go again... the teachers now think I am a bad person.

It seems the schools need to improve in guiding learners about further education and about understanding the link between school and the world of employment. This means that many learners are leaving school without having a clear picture about further education and employment. This is particularly essential for learners with discipline problems who may need a little nudge to look forward to something in the future compared to other learners. In terms of selecting learners for the Regional Career Fair, it would be good if schools can select a mixture of learners – those who are doing well academically as a means of a reward and those who are not doing very well as a way of motivating and encourage them for future success.

Overall, learners viewed the provision of vocational/career guidance negatively compared to other participants. Guez and Allen (200) observed that guidance and

counselling facilitates the smooth transition for children from home to school, from primary to secondary school, from secondary school to post-secondary educational institutions and to the world of work. They added that the final transition from the educational system to the labour force appears to be the most important and challenging for learners. Emphasis should thus be made to ensure that learners are guided on vocational/career to help them make educational, training and occupational choices and to manage their future careers (Watts, 2009). As Gysbers and Henderson (2008) noted, vocational guidance is needed to equip learners with knowledge of career opportunities, post-secondary education and educating learners about the importance of work and positive work habits.

It is thus important that career counselling is given to learners at this stage to clear up the confusion and uncertainties that learners may be having.

The participants also responded to a questionnaire item on the provision of personal/social guidance to learners. The results are presented below.

Table 10: Participants' responses to the services of the guidance and counselling programme regarding personal/social skills guidance

Respondents	Statement	Opinion on statement				Total f(%)
		Often	Not often	Never	Not sure	
Principals	1. Assist learners develop a positive self-image	67.7	29.0	3.2	0	100
	2. Enhance learners' ability to make informed choices	71.0	25.8	3.2	0	100
	3. Help learners establish a value system	38.7	25.8	3.2	32.3	96.8
	4. Enhance learners' ability to form and maintain relationships	45.2	54.8	0	0	96.8
	5. Assist learners to become responsible citizens	74.2	19.4	3.2	0	100
Teachers	1. Assist learners develop a positive self-image	67.3	27.6	5.1	0	100
	2. Enhance learners' ability to make informed choices	67.3	28.6	1.0	3.1	100
	3. Help learners establish a value system	31.6	55.1	0	3.1	100
	4. Enhance learners' ability to form and maintain relationships	48.0	40.8	2.0	9.2	100
	5. Assist learners to become responsible citizens	65.3	27.6	2.0	5.1	100
Teacher counsellors	1. Assist learners develop positive self-image	75.7	24.3	0	0	100
	2. Enhance learners' ability to make informed choices	62.2	35.1	2.7	0	100
	3. Help learners establish a value system	48.6	45.9	5.4	0	100
	4. Enhance learners' ability to form relationships	56.8	37.8	2.7	2.7	100
	5. Assist learners to become responsible citizens	73.0	21.6	2.7	2.7	100
Learners	1. Assist learners develop positive self-image	55.4	20.4	7.6	16.2	99.8
	2. Enhance learners' ability to make informed choices	40.5	23.9	13.3	22.1	99.8
	3. Help learners establish a value system	21.7	55.2	9.0	13.7	99.8
	4. Enhance learners' ability to form relationships	29.7	27.0	16.6	26.2	99.4
	5. Assist learners to become responsible citizens	57.5	21.1	10.0	11.2	99.8

In this section, the researcher sought to establish the views of the participants regarding the provision of personal/social skills to learners. The results show that 67.7% of the principals, 67.3% of the teachers, 75.7% of the teacher counsellors and 55.4% of the learners felt that the guidance and counselling services aimed at helping learners to develop a positive self-image were often provided. Self-image refers to our sense of self. Guez and Allen (2000) noted that the function of our self-image is to guide us in deciding what to be and do in future. They added that self-image, therefore, helps us to understand ourselves and control, or regulate our behaviour.

A positive self-image in learners is associated with a good self-concept and self-confidence. A person with a negative self-image thinks lowly and poorly of themselves (Smith, n.d.). Often, such people act out in anger and are thus prone to misbehaviour. These are qualities that a school guidance and counselling programme should make learners aware of. A child with a low self-image often experiences feelings of hopelessness. Lochan (2010) argued that the feeling of hopelessness is one of the contributing factors to indiscipline, and that strategies to curb indiscipline must involve improving learners' self-concept and self-confidence. Mendler et al. (2008) list four categories into which every learner who misbehaves fits. These are lack of awareness, the belief that they are stupid or hopeless, the desire to look good in front of peers and the need for attention.

Guez and Allen (2000) noted that when implemented accordingly, the guidance and counselling programme should help young people and children to develop a positive self-image and a sense of identity, as well as establish a set of beliefs and a value system that will guide their behaviour and actions. The Life Skills curriculum in Namibia includes a section on self-awareness, which covers topics such as self-knowledge, feelings/emotions, positive attitudes, personal values, motivation strategies and assertive behaviour (Ministry of Education, 2006). The teaching of values and norms forms the core of Life Skills and guides learners to give meaning to life. Life Skills is a guide to support learners towards fulfilling their full potential and enjoying life in ways which are healthy and which will make them good citizens (Ministry of Education, 2011)

The majority of the respondents also viewed the provision of guidance and counselling services in enhancing learners' ability to make informed choices positively. Table 4.9 shows that 71%, 67.3%, 62.2% and 40.5% of the principals, teachers, teacher counsellors and learners respectively, felt that guidance and counselling services aimed at guiding learners' ability to make informed choices were often provided. As the results show, the majority of the learners, felt that such services were not often or were never provided. The provision of guidance and counselling to learners should increase learners' ability to make the right choices. This is especially important when it comes to learners making choices about how they conduct themselves, thus enabling them to make informed choices based on set boundaries. Gabriel and Matthews (2010) argued that if the need for power is not met, learners may act in destructive ways – intimidating, controlling and dominating teachers and peers through bullying, fighting, stealing and destroying school property. Guidance and counselling services thus plays a role in promoting learner discipline in that it helps learners in making informed decisions.

Table 10 also shows that only 38.7% of the principals, 31.6% of teachers, 48.6% of teacher counsellors and 21.7% of the learners were positive on the provision of guidance and counselling services in helping learners to establish a value system. The results thus indicate that the majority of the participants disagreed that guidance and counselling services assisted learners in establishing value systems to guide their behaviours. For many reasons such as absent parents, family breakdowns, et cetera. many children are coming to school without having learnt and developed the basic morals and values needed to guide their behaviour and actions. This makes the provision of guidance and counselling imperative in instilling values. Guez and Allen (2000) noted that when implemented accordingly, the guidance and counselling programme should help learners establish a set of beliefs and a value system that will guide their behaviour and actions.

In American schools they have what is called character education, which focuses on teaching learners about respect, compassion, responsibility, honesty, integrity and fairness (Thompson, 2002). In his study on the effects of character education

on learners, Thompson (2002) found that it improved learner behaviour. The subject *Life Skills* as well as *Religious and Moral Education* (RME) in Namibian schools are part of the value education for learners. The problem, however, remains that these are non-promotional subjects which are often not fully taught. In the case of RME, there are no teachers trained to teach RME and there no teachers specifically assigned for the subject. The subject is given to any teacher who is seen to have a small teaching load. As a result, these subjects which are meant to instill morals and values in learners, are neglected in many schools.

While the majority of the teacher counsellors (56.8%) are of the opinion that guidance and counselling services, in terms of enhancing learners' ability to form and maintain social relationships, were often provided, more principals (54.8%,) are of the opinion that such services were not often provided. Nearly half of the teacher counsellors and learners felt that the guidance and counselling services aimed at enhancing learners' abilities to form and maintain social relationships were not often provided. Young people interact with people every day. They interact among themselves, their family members, with their teachers as well as other community members. A person's ability to form and maintain social relationships translates into a person's ability to relate to other people and behave appropriately. Social skills are needed to function well in society and can be summed up as the ability to respect, relate well to, and work well with others in multi-cultural settings and communities (Ministry of Education, 2010). Therefore, in order for young people to conduct themselves well in different settings, they need to acquire social skills.

The results in table 10 further show that participants agreed that guidance and counselling services in shaping learners to become responsible citizens were often provided as shown by 74.2%, 65.3%, 73.0% and 57.5% of the principals, teachers, teacher counsellors and learners respectively. This was mostly done through in class *Life Skills*, as one of the components of the *Life Skills* curriculum covers civic affairs, which includes inculcating values of responsible citizenship in learners. As Guez and Allen (2000) argued, guidance and counselling should prepare learners

for adult life as well as help them acquire appropriate attitudes and values that enable them to become productive and active members of their communities. Sharma (2002) is of the view that the schools have tremendous potential for teaching responsibility, even though this may be a shared adventure with the home and the church. The school thus has a duty to contribute to the development of responsible citizenry through guidance and counselling. In a way guidance and counselling services are thus used in ensuring that learners behave in a responsible manner, thus maintaining discipline at schools.

Guez and Allen (2000) maintain that personal/social guidance is the process of helping an individual to know how to behave with consideration for other people, in order to improve quality of life. They added that personal and social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family relationships and understanding masculine and feminine roles. Smith (n.d.) noted that social skills deficit cause learner indiscipline because some learners lack the social skills necessary to deal with stressful situations in an assertive manner rather than aggressively. This makes guidance and counselling an important part of the school curriculum in guiding and directing learners' behaviour, thus, maintaining school discipline.

4.4 Types of discipline problems prevalent in secondary schools

This section sought the views of the participants with regard to the disciplinary problems that are frequently experienced at their schools. Firstly, participants were asked to rate how they viewed the level of learner discipline at their respective schools. They were then required to indicate how often the listed discipline problems were experienced at their schools. The participants' views about what they believe to be the level of learner discipline at their schools are presented in the bar graph (Figure 4) below:

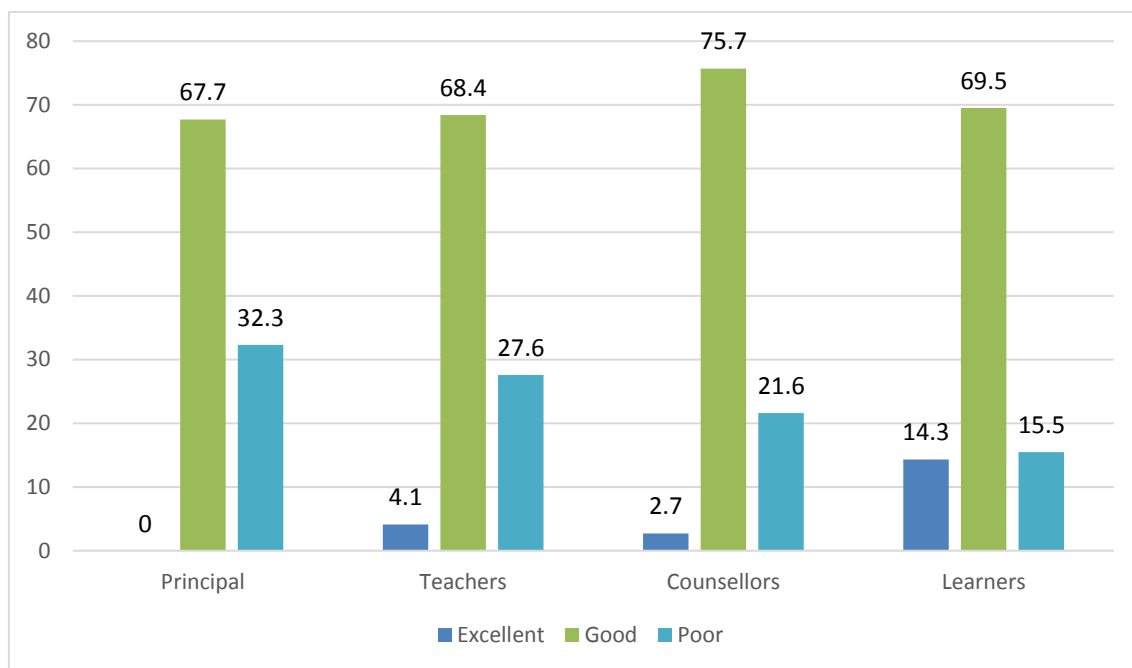


Figure 4: Level of learner discipline at the schools

Figure 4 shows that while no principal felt that the discipline in their school was excellent, a large number (67.7%) felt that it was good. The same sentiment was shared by 68.4% of the teachers, 75.7% of teacher counsellors and 69.5% of learners. On the one hand, over 32% of the principals regarded learner discipline at their schools as poor. Similarly, 27.6% of teachers, 21.6% of teacher counsellors and 15.5% of learners also felt that the discipline at their schools was poor. This study established that discipline was indeed a major concern in most of the schools. Interview data from learners indicate that learner discipline was indeed poor at their schools. One learner had this to say about the level of discipline at their school:

Learner discipline is a problem here. Lessons are sometimes disturbed by learners misbehaving. One day the police was even here (at the school) to deal with a problem. I was lucky I was not involved. They beat those boys and made them do frog jumps in front of everyone. Then they went to the hostel and searched our rooms looking for cellphones, knives and for anything that is not allowed in hostel. They found many cellphones.

This finding supports the findings of an earlier study by Upindi (2012) who conducted a study in secondary schools in Khomas Region in Namibia on the contributing factors of learner indiscipline and concluded that indiscipline was rife and that schools experience serious disciplinary problems among learners. In their study on the evaluation of counselling services in schools in Namibia, Vergnani et al. (2012) reported that 36-50% of all the personal problems mentioned by learners relate to school behavioural problems. It can thus be said that the level of discipline among secondary schools is less than satisfactory.

This study also sought to establish the role played by guidance and counselling in promoting learner discipline. It is thus important that disciplinary problems that are prevalent in the schools are identified first. Several authors and researchers such as Rosen (1997), Chaplain (2003), Edward (2008), Sun and Shek (2012) have identified various disciplinary problems among secondary school learners. The table below contains a list of the disciplinary problems experienced in secondary schools. Participants were asked to rate the frequency of the occurrence of the disciplinary problems that learners at their schools engage in. The results are presented in Table 11:

Table 11: Disciplinary problems prevalent in schools

Disciplinary problem	Principals (n=31)	Teachers (n=98)	Counsellors (n=37)	Learners (n=489)
	%	%	%	%
1. Physical fighting	25.9	24.5	32.4	36.8
2. Bullying	32.3	37.8	37.8	49.3
3. Vandalism	22.6	32.7	29.7	41.5
6. Swearing	58.1	62.2	45.9	37.4
7. Dress code violations	48.4	57.1	37.8	40.9
8. Noise making	77.5	83.7	70.3	72.8
9. Sneaking out of school	35.5	35.7	32.4	22.7
10. Cheating in exams	12.9	11.2	13.5	12.1
11. Disrespecting teachers	29.1	43.9	27.0	35.0
12. Failure to do homework	54.9	69.4	59.5	49.3
13. Sleeping in class	19.4	24.5	24.3	34.8
14. Cell phone in class	12.9	12.2	37.8	16.4
15. Theft	29.1	34.7	35.1	46.6
16. Truancy	51.6	37.8	32.4	29.4
17. Drug use	9.7	10.2	18.9	12.1
18. Dodging classes	25.8	32.7	45.9	28.6
19. Defying authority	6.4	23.5	27.0	21.3
20. Gangs	16.1	13.3	24.3	15.3
21. Weapons to school	6.4	7.1	2.7	10.8

Table 11 shows the common disciplinary problems experienced in secondary schools. It is clear that schools experience a wide range of disciplinary problems. From the table, it can be seen that noise-making was rated as the most common disciplinary problem experienced in schools as indicated by the majority of the participants from all groups of participants. Noise-making includes talking out of turn, shouting, learners tapping their pencils on the table, singing, and learners talking about other things among themselves during the lesson. The interviewed learners also reported that noise-making was indeed a major problem. A learner said:

I think the most common problem at this school is noise making. Sometimes learners even make noise when there is a teacher in the classroom teaching. Some learners just start joking and laughing. I like doing that because it disturbs the whole lesson and the teacher stops teaching. It is even worse when there is no teacher in the class, people will be talking a

lot and sometimes even singing. Then it is very hard for anyone to concentrate and the whole class joins in.

This finding is consistent with the observation by Sun and Sheik (2012) who also found that noise-making in the form of chatting during the lesson affects the teaching and learning the most. This is because a lot of noise in the classroom often alters the whole class atmosphere and class progress and the teacher has to stop the chatting otherwise the learners who are chatting will miss the content of the lesson, and if nothing is done, other learners will imitate and join the noise-making (Sun & Sheik, 2012). Shore (2003) noted that although teachers might be able to ignore some extraneous noises, others interfere with lessons or with learners' ability to concentrate. Although a minor offence in comparison to other offences, noise-making can disrupt lessons. There is, however, no denying that even what can be considered as minor offences can lead to classroom or school disruptions if not attended to accordingly and timely.

It was also evident that participants considered learners' habitual failure to do homework as the second most prevalent indiscipline act. One learner gave her account of failing to do her school work at home.

I try to do my homework, but it is just so hard sometimes. It is not that I do not like to do my homework, I just really do not get time. Like yesterday I had to go to the councilor's office to drop off papers for my young sisters' application form for a birth certificate. When I got back, it was late and I started cooking supper. I didn't have time to do any school work after that. I try to explain to the teachers but no one listens. That's why I am always in the list for learners with discipline problems. It is the same when it comes to arriving on time at school in the morning. I often come late because I have to do everything in the morning and drop my little sister by the neighbour's house first.

Like in the case of noise making, learners not doing their homework can be considered a minor offence. McEwan and Damer (2000) classified failure to do

homework under what they termed as the non-disruptive disorganised behaviours, which include others such as slow rate of work completion, excessive dawdling during change of periods and failure to follow more complicated instructions. Although minor in comparison to the other categories, they also have the power to disturb the teaching and learning processes. Wilson and Rhodes (2008) noted that teachers are finding that a number of learners do not complete homework assignments for a number of reasons, and have long experienced the frustration of learners who do not or will not complete their homework assignments. For many learners juggling school work, home chores and extracurricular activities becomes a challenge. It is thus worth investigating and finding out why the learner is failing to do his/her homework. This is where guidance and counselling comes in, regarding teaching learners how to plan and manage their time effectively.

It was interesting to note that learners considered bullying as the second most prevalent disciplinary problem, as opposed to principals, teachers and teacher counsellors who rated it seventh, sixth and fourth respectively. This is most probably because learners are in a better position to see or even experience the bullying as it occurs amongst themselves and often goes unreported. Interview data also confirm the pervasiveness of bullying in secondary schools, saying that it was usually senior learners who bullied younger learners. The actions ranged from pushing and shoving, taking younger learners' belongings to beating them up. The learners indicated that in most cases the bullying is not reported for fear of retaliation from the bullies, citing that in most cases, reporting makes it worse. Two learners shared their accounts on bullying:

One said:

I will never forget my first day in the hostel. As soon as the hostel doors were locked, four boys in grade 12 came in our room. They demanded that we give them all the money and food that we had, or else they will beat us up. We were all scared and gave them everything we had. Now I also do the same to the newcomers. But I do not take their money or food, I just make them do things for me, like wash my clothes and iron them.

Another one said:

It is nice to have friends in the school and mingle with others. Not like this girl who came to our school this year. She used to think that she owns this place, and we just had to teach her a lesson. We knew she had a cellphone hidden in her locker. One day she left it open and we found it. We found pictures on her cellphone. We circulated them to other learners. She was so embarrassed. Now she knows she is not the boss here.

A survey on bullying in secondary schools in the United Kingdom revealed that bullying in schools is more common than adults think (Office for Standards in Education, 2003). Sam (2011) conducted a study on bullying among secondary schools in Namibia and found that bullying was a reality in many secondary schools. Similarly, Nines (2011) reported that bullying continues to occur in Namibian schools despite current laws, policies and regulations. Vergnani et al. (2012) also reported that learners highlighted the pervasiveness of bullying in the majority of the schools visited, adding that the problem was not being effectively addressed and is not prioritised by school counsellors or school management.

The information suggests that bullying is indeed a problem in schools and that it is a problem that needs to be addressed. The general rules on the code of conduct for learners discussed in section 2.3.2, is strongly against bullying, however bullying continues to occur among learners. The problem thus calls for learners to be educated about kindness, communication, co-operation, conflict resolution skills, et cetera. It also calls for counselling for both the victims and the bullies. When implemented accordingly, the guidance and counselling program is adequate in addressing the above-mentioned issues.

Table 11 also indicates that teachers considered learners disrespecting teachers as a prevalent disciplinary act. Disrespecting teachers includes answering back to the teacher (back chatting), ignoring the teacher's instructions and using bad language in the presence of the teachers. One learner said:

Learners here do not respect teachers. They can do what they want in the presence of the teachers. The teachers don't have manners also... sometimes they insult us and some learners get angry and insult them back.

Another learner said:

We don't disrespect teachers, sometimes we just ask questions and the teacher becomes angry. I was once sent to bring my parents to school because I asked the teacher when she was going to give our test sheets back. She called me rude and that I don't respect her.

The learner continued:

I think the teachers should also respect learners. If they speak politely to us, we will also respect them. I am fine in some classes, I only do ...bad things in some periods. I think the teachers just don't like me.

Respect is a quality that for some children it comes naturally, while for other children, it has to be modeled or taught. Respect is also dependent on the relationships that teachers have with their learners. Cohen, Cardillo and Pickeral (2011) emphasised that respect does not happen in isolation; it is based on relationships. Experience has shown that too often, teachers demand respect from learners while disregarding their own behaviours and the effect it has on learners' conduct towards the teacher. Weissbourd (2003) emphasised that teachers influence learners' moral development not only by being good role models, which is also important, but also by what they bring to their relationships with learners every day. That is to say – their ability to appreciate learners' perspectives and disentangle them from their own, their ability to admit and learn from moral error, their moral energy and idealism, their generosity, and their ability to help learners develop moral thinking without shying away from their own moral authority (Weissbourd, 2003)

It is important to remember that learners also want to be treated with respect by their teachers. It is also possible that some learners lack an understanding of what respect is because of the limited experiences they have had with the elders in their

lives. Such children would thus benefit from a caring relationship with the teachers instead of being shouted at as it so often happens in classrooms. The Ministry of Education (2012) noted that for some learners, schools might be the only place where they can find solace, support, safety, counselling and learning. This makes schools enormously significant institutions because for many learners, school might be the only place where appropriate character-building traits can be taught. One of the components of school guidance and counselling is personal/social skills, where the focus is on proper conduct and behaviour in relation to other people (Guez & Allen, 2000)

Table 11 further shows that learners often use bad language. Bad language includes swearing, threats, name calling, demeaning comments, verbal insults, or obvious rude comments that are not appropriate in the classroom setting (McEwan & Damer, 2000). Teachers in particular felt that bad language was prevalent among learners compared to other groups of participants. It is possible that teachers experience learners' use of bad language compared to principals and teacher counsellors. Experience has shown that learners tend to show more respect towards the principals and teachers than to teachers.

Table 11 also shows that physical fighting was often experienced in schools. Of the nine interviewed learners, five of them were involved in physical fights with other learners. Physical fighting is a form of physical aggression which is displayed through kicking, hitting, spitting, biting, tripping, choking or throwing materials with the purpose to do harm either to a person or to objects (Smith, n.d., McEwan & Damer, 2000). This finding is in consonance with findings of a study by Rudatsikira et al. (2007) who found that 50.6% of learners have engaged in physical fights. This problem is not only found in Namibian schools, it was also recorded in Ghanaian schools, where it was found that 32% of school going adolescents in Ghana had engaged in physical fighting during a one-year period of recall. Physical fighting is thus a major problem in many schools, a phenomenon which leaves one wondering as to the reasons why learners engage in it (the causes of learner indiscipline are discussed in section 4.5).

As shown in Table 11, the present study found truancy to be prevalent among learners. Data from interviews also confirm this finding. One learner's narration of how she stays away from school is as follows:

I only started staying away from school when I was chased out of the hostel. Now that I leave alone in my flat, it is much nicer to study here. I really try to come to school every day, but it is not easy. On some days I come in the morning and leave during break time. No, I am not afraid... they have already chased me out of the hostel, what else can they do? I have already paid for the final examinations, I am just waiting for the examinations to start so that I can write and leave this school.

McEwan and Damer (2000) explain that it is a dangerous behaviour that puts school staff in legal jeopardy. In such cases, the parents or guardians believe that their child is at school and are oblivious to his/her whereabouts. If something happens to the child, the school staff are the first to be questioned. Truancy affects learners in many ways. They are not only missing school and getting left behind, it also puts their lives at risk. Often learners sneak out of school and engage in risky behaviours such as stealing and sexual encounters. Some simply stay away from school and spent the day gallivanting around shopping malls, further risking their safety. This finding is in line with Malcolm et al. (2003) who reported that truant learners were vulnerable to crime, either as perpetrators or (most likely) as victims. Kanga and Jagero (2015) carried out a study in some secondary schools in Kenya and found that truancy has a long term effect on the learners such as failing school, which impacts their lives negatively. These results find support in Heilbrunn (2007) who reported that truant learners have lower grades, need to repeat grades more, have higher rates of expulsion from school, and often have lower rates of high school graduation.

Other disciplinary problems considered as prevalent by the participants include, theft and dress code violations. Table 11 also shows that bringing weapons to school, cheating in exams and drug use were the least discipline problems experienced in schools.

In their study on learner classroom misbehaviour conducted in Hong Kong schools, Sun and Shek (2011) found that teachers considered these behaviours as intolerable when they disrupt teaching and affect learners learning adversely. The results of this study thus agree with various authors and researchers such as Rosen (1997), Chaplain (2003), Edwards (2008), Sun and Shek (2011) and Vergnani et al. (2012) who listed various disciplinary problems such as defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft, not listening to teachers, not doing homework, absenteeism/bunking, noise-making and leaving school without permission as common disciplinary problems experienced in schools. When extended to the whole school, all these indiscipline acts have the potential to disrupt the whole functioning of the school.

Many of the learner indiscipline acts such as disrespecting teachers, bullying, fighting, a learner leaving the classroom without permission, stealing and many others can be traced to learners lacking proper values, attitudes and conduct. It is considered taboo in many African cultures, specifically in Namibia where the study is conducted, for a child to shout or back chat at an adult as in the case of learners disrespecting teachers. Issues such as respecting elders and obedience are deeply rooted values in many cultures. This then calls for learners to be taught about values, morals, conduct and etiquette, issues which can be addressed through the implementation of guidance and counselling services in schools. In doing this, schools take a proactive approach to maintaining discipline in schools.

The following section looks at the possible causes of learner discipline problems as the researcher believes that in order to address the problem of learner indiscipline, the root causes of problem should be established.

4.5 Factors contributing to discipline problems in schools

The study further sought to seek the participants' views and perceptions about what they believed to be the contributing factors of learner disciplinary problems. It is not enough to explore the best ways of preventing and maintaining discipline in schools without establishing the possible causes of indiscipline. The researcher strongly believes that one has to understand the causes of learner indiscipline in order to effectively manage and maintain learner discipline. Seeman (2000) pointed out that often the source areas of learner indiscipline are neglected, such as: the teacher's personality, congruence regarding rules, warnings, and the lesson delivery, and an adequate discussion of the baggage that learners bring with them in the classroom from their families and peer relations. Previous authors and researchers such as Kottler and Kottler (2007), Mendler et al. (2008), Charles and Senter (2005) and Ngwokabueni (2015), have established the most common causes of problematic behaviour in schools.

The researcher compiled a list of the most common possible causes of learner indiscipline wherein respondents were asked to indicate their level of agreement with the statements. For easy reporting, the causes are divided into two, namely; teacher/ school factors and home/society factors. The statements were coded along a Likert-type scale format with responses ranging from Agree, Uncertain and Disagree. Furthermore, the uncertain option category was ignored in order to make the results directional (Mushoriwa, 1998). The results are presented in the tables 12 and 13.

Table 12: School factors contributing to learner discipline problems

Statement	Principals			Teachers			Counsellors			Learners		
	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
	%	%	%	%	%	%	%	%	%	%	%	%
1. Unsuitable teaching methods	22.6	41.9	35.5	15.3	30.6	54.1	35.1	27.0	37.8	24.1	21.3	54.4
2. Teacher negative attitude towards learners	58.0	6.1	35.5	31.6	30.6	37.8	45.9	18.9	35.1	39.1	17.2	43.8
3. Teacher absenteeism	54.8	9.7	35.5	20.4	18.4	61.2	35.1	13.5	51.4	19.6	15.7	64.6
4. Rules that are not enforced fairly and consistently	54.8	25.8	16.1	49.0	17.3	33.7	59.5	13.5	27.0	24.5	27.6	47.9
5. The use of punitive ways of disciplining	19.4	45.2	35.5	21.4	34.7	43.9	43.2	21.6	35.1	30.1	27.0	42.9
6. Use of procedures that promote misbehaviour	45.2	16.1	38.7	25.5	24.5	49.5	48.6	10.8	40.5	25.4	21.3	53.3
7. Harsh school rules	19.4	12.9	67.7	6.1	10.2	83.7	21.6	18.9	59.5	28.8	14.5	56.4
8. Unconducive school environment	48.4	9.7	41.9	27.6	14.3	58.2	32.4	16.2	51.4	21.3	22.5	56.2
9. Overcrowded classroom	51.6	9.7	38.7	54.1	15.3	30.6	54.1	18.9	27.0	25.4	13.7	60.9

A number of participants seem to agree that unsuitable teaching methods could cause learners to behave inappropriately, as indicated by 22.6% of principals, 15.3% of teachers, 35.1% of teacher counsellors and 24.1% of learners. This means that the participants viewed teaching methods as a contributing factor to how learners conduct themselves in the classroom. This reinforces the view that learners are likely to misbehave when they are not engaged in the lesson. This is in consonance with the findings of Salifu and Agbenyega (2011) who also found that inappropriate teaching methods actually caused indiscipline among learners. Westwood (2015) noted that inappropriate teaching methods quickly lead to misbehaviour because some learners get bored and frustrated and become troublesome. It is thus important that teachers adapt their teaching methods to suit the learning styles of their learners. Teaching methods that do not engage learners and capture their attention will lead to learners behaving inappropriately. Kyriacou (1998) asserted that the most important point to bear in mind in considering

discipline is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to do with learner misbehaviour itself. In order to capture learners' interest and attention, teachers should thus make an effort to create a tension-free atmosphere in the classroom, present their lessons in a lively and interesting manner and demonstrate a passion and enthusiasm for the subject matter (Tan, 2002).

Teachers' negative attitudes towards learners was viewed as a cause of learner discipline problems by 58% of the principals, 31.6% of the teachers, 45.9% of the teacher counsellors and 39.1% of the learners.

One learner had this to say about the teachers:

The teachers think I will do something bad all the time. It is as if they are always waiting for me to slip up. They tell me all the time that I will not pass... Like yesterday one teacher told me that they are just waiting for me to do something big so that I can be chased away from school. They say I am corrupting their kids... I don't really care. Maybe it is better if I go home.

According to Lynch and Cicchetti (1997), the quality of teacher-learner relationship has an impact on the learner's school adjustment. Similarly, this finding also agreed with those found by Idu and Ojedapo (2011) that teachers' attitude towards learners and teaching is a contributing factor to indiscipline among secondary school learners. Teachers should remember that negativity creates negativity and they should try to frame everything they say positively. Hemmeler (2011) maintained that high expectations held for learners as well as supportive and encouraging environments provide for the most optimal academic outcome for learners. The way a teacher reacts to learners' inappropriate behaviour may also contribute to the problem.

Cowley (2001) pointed out that teachers unintentionally contribute to the learners' misbehaviour by winding them up, being rude, being confrontational, being bad tempered and being negative. Ngwokabuenui (2015) contended that when teachers constantly use negative labels on learners, learners begin to build a low self-concept by developing a negative frame of mind. Ngwokabuenui (2015)

continued saying that such a learner may begin to see himself as the one who cannot perform well and may become rude to the teacher and may become withdrawn from his activities. Thornberg (2007) cited in Magwa and Ngara, (2014) asserts that to understand learner behaviour it is also important to consider teacher behaviour, how they organize and manage classroom activities and their efforts to establish and uphold roles.

A large number of the participants also viewed teacher absenteeism as a cause of learner discipline problems. Over 50 % of the principals, 20.4% of the teachers, 35.1% of the teacher counsellors and 19.6% of the learners said that teacher absenteeism contributes to learners behaving inappropriately. As it can be seen more principals than teachers, teacher counsellors and learners seem to think teacher absenteeism is a problem. This is probably because principals are the heads of the schools and are responsible for monitoring teachers and are more aware about teacher absenteeism. According to the Namibian National Teachers' Union (NANTU) (2008), teacher absenteeism is a concern, and the union continue to record cases of teachers who were charged with misconduct because of absenteeism.

This is a view shared by Mwoombola (2001) who conducted a study on the impact of teacher absenteeism on learners' academic performance and school discipline and found that schools experienced a high rate of teacher absenteeism. Mwoombola (2001) found that there was a link between teacher absenteeism and learners' discipline and academic performance. Another study by Sezgin, Kosar, Kilinc and Ogdem (2014) also proves the existence of a relationship between teacher absenteeism and learner discipline. Their study with school principals found that teacher absenteeism causes the school culture to have a negative structure, affects relations among colleagues negatively, hinders the co-operation processes among colleagues and disrupt discipline in school. These results are not surprising because when a teacher is absent, the learners are almost always on their own during that teacher's lessons. Unsupervised learners can get up to a series of mischievous behaviour. Magwa and Ngara (2014) affirmed that when learners are not under the teacher's supervision, there is often chaos which ranges from noise making to fighting as well as vandalism.

The respondents also indicated that when school rules are not enforced fairly and consistently, learners are likely to misbehave. Nearly 60% of the principals, 49% of the teachers, 59.5% of the teacher counsellors and 24.5% of the learners said that failure to enforce rules fairly and consistently causes learner discipline problems. One the interviewed learners mentioned that:

It is not fair that I got suspended because I fought with another learner, some people also do bad things but they do not get suspended. Sometimes I think the teachers just do not like me. The teachers always favour some learners, especially those who have been here [at the school] since grade 8. Maybe they think those of us who only come here for grade 11 and 12 do not belong here. If there are rules, the teachers should stick to them and punish us equally.

Another one said:

When I was late from home one time, I was sent to bring my parents. Other learners also come late all the time and nothing happens to them. Sometimes we get lucky and we do not get punished. And sometimes it depends on the teacher who is on hostel supervision duty that day. Some of them are very strict and we even get beaten when we come late... but some of them are nice. They will just tell you not to come late again.

Another had this to say:

One time I fought with another learner and I was told that I will be suspended. Nothing happened. Sometimes the teachers just say they will deal with me, but they don't do anything.

Results of the interviewed learners thus confirm that it is indeed a problem when school rules are not often enforced fairly and consistently. The National External Schools Evaluation (NESE) Reports of 2008 and 2009 also indicate that learners indeed felt that they were not often treated fairly and equally, especially when it came to dealing with learner indiscipline. It seems that schools lack uniformity when it comes to dealing with learner indiscipline. It is not uncommon for two learners to commit the same offence and get treated completely differently. In a

study on children's voices about discipline by Geldenhuys and Doubell (2011), the participants mentioned that teachers should be consistent and not make empty threats without following through. Furthermore, the participants also felt that the punishment must always correlate with the infringement.

The use of punitive ways in response to misbehaviour as a possible cause of learner indiscipline was selected by 19.4% of the principals, 21.4% of the teachers, 43.2 of the teacher counsellors and 30.1% of the learners. These are significant numbers of participants to show that punishing learners for indiscipline does not stop learners from misbehaving but can also be a source of indiscipline. Teacher counsellors seem to be more aware of this than the other participants. As a matter of fact, Ali, Dada, Isiaka and Salmon (2014) in their study on the types, causes and management of indiscipline acts among secondary school learners in, concluded that strategies like corporal punishment, expulsion, stigmatisation and verbal reprimand are not suitable to nip the acts of indiscipline among the learners at the bud and therefore should be discouraged. Cognani (2004) quoted in Mthanti and Mncube (2014) argues that the use of violence as a disciplinary measure does not set the appropriate example, because children learn that acts of aggression are a means of solving problems. In addition, Skiba and Peterson (2002) point out that stringent and punitive disciplinary methods are not effective. Rosen (1997) argued that punishment actually stops the learning process. Rosen (1997) added that the aim is to have learners who behave not because they are frightened, but because they respect authority and desire to belong.

There are also disciplining procedures that may promote misbehaviour. On this, 45.2% of the principals, 25.5% of the teachers, 48.6% of teacher counsellors and 25.4% of the learners indicated that using procedures that promote misbehaviour is a cause of learner discipline. Disciplinary methods such as chasing learners out of the classroom, suspending them, or expelling them from school lead to learners misbehaving more. Edwards (2008) argues that schools cause learner discipline problems when teachers and administrators use discipline procedures that promote misbehaviour. He asserted that the method of correcting learner indiscipline used by teachers and administrators may, in itself, contribute to discipline problems. For example, suspending a learner who does not have adult

caretakers will only lead to more problems as this learner will stay at home unsupervised for a period of time.

With regard to the harsh rules, the majority of the participants (67.7%, 83.7%, 59.5% and 56.4%) of the principals, teachers, teacher counsellors and learners respectively, disagreed that it was a cause for learner indiscipline. Most of the participants thus believe that school rules, even harsh, one help in maintaining and keeping order in the school. School rules are necessary as without them it is almost impossible to maintain order in the school. There are, however, some rules that are too harsh, that they push learners into unbecoming behaviour. Urieh (2011) found that strict rules do not really make a positive impact on the learners. Learners might be frightened into following rules and behave accordingly because of fear. Arum (2003) also reports that when discipline was perceived as both fair and relatively strict, schools were successful in promoting educational achievement and youth socialization. Furthermore, Arum (2003) contended that schools with overly strict rules, however, risked being considered authoritarian, unfair and illegitimate and learners in such schools had lower grades, were more apt to report a willingness to disobey rules and had higher incidence of arrests.

An unconducive school environment as a cause of learner indiscipline was chosen by 48% of the principals, 27.6% of the teachers, 32.4% of the teacher counsellors and 21.3% of the learners. A conducive school environment can be defined as a school that is having appropriate facilities, well managed classrooms, having a supporting environment with learners and staff, alike, being treated in a fair manner. The absence of such conditions makes it hard for learning to take place and more often than not unconducive school environments are a major source of learner indiscipline.

Similarly, more than half of the principals (51.6%), teachers (54.1), teacher counsellors (54.1%) and 25.4% of the learners indicated that overcrowded classrooms contributed to learners behaving inappropriately. More learners (60.4%), however, disagreed that overcrowded classroom could result in misbehaviour. This is no surprise as the size of the class makes it difficult for the teacher to control it. It is very difficult to control a large class, and this lead to

learners misbehaving. It is common in Namibian schools to find more than 40 learners in one classroom, with one teacher at a time. The view that overcrowded classrooms could cause learner indiscipline is consistent with findings of a study by Salifu and Agbenyega (2011) whose participants agreed that overcrowded classrooms could cause indiscipline. Furthermore, Westwood (2015) affirms that class size, grouping and sitting arrangement are factors that influence learner behaviour.

Another issue raised by participants as causing indiscipline in learners is inadequate hostel facilities in many secondary schools in the country. This is especially true for learners entering grade 11 at schools far from home. Namibia is experiencing a huge shortage of grade 11 places in schools such that many schools without hostel facilities were opened to cater for grade 11. As a result, many learners end up staying in flats alone without the supervision of adults. Lack of adult supervision for these children means that they are left on their own to do as they please. Their behaviour thus results in them missing school or missing the afternoon study and getting into trouble with the school authorities. These learners (especially girls) are also vulnerable to risky behaviours that enable them to survive. In the end, not only are these learners getting into trouble at school, they are also risking their lives.

These are some of the factors that can cause learners to have discipline problems. In addition to the indiscipline problems emanating from the school environment, the lack of discipline among learners is also largely a reflection of attributes, values and practices of their society (Magwa & Ngara, 2014). The following table presents possible causes of learner indiscipline which are related to the issues emanating from the family or the society.

Table 13: Home/Society factors contributing to learner discipline problems

	Principals (n=31)			Teachers (n=98)			Counsellors (n=37)			Learners (n=489)		
Home/society factors	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
	%	%	%	%	%	%	%	%	%	%	%	%
Peer pressure	90.3	0	9.7	78.6	14.3	7.1	75.7	2.7	21.6	46.4	17.0	36.6
Electronic media such as TV and cellphones	45.2	22.6	32.3	41.8	20.4	37.8	24.3	21.6	54.1	35.4	18.2	6.4
Alcohol abuse by parents	54.8	32.3	12.9	54.1	32.7	13.3	51.4	29.7	18.9	27.6	23.7	48.7
Family breakdown such as divorce	67.7	19.4	12.9	44.9	37.8	17.3	43.2	35.1	21.6	20.7	28.2	51.1
Lack of parental guidance	87.1	9.7	3.2	77.6	16.3	6.1	86.5	5.4	8.1	29.0	27.8	42.9
Absent parents/guardians	74.2	19.4	6.5	57.1	27.6	15.3	67.6	24.3	8.1	24.9	24.5	50.3

Peer pressure was seen as a cause of learner indiscipline by 90.3% of principals, 78.6% of the teachers, 75.7% of the teacher counsellors and 46.4% of the learners. With the exception of learners, participants believe that peer pressure is a major cause of learner indiscipline. This finding is in agreement with Gifford-Smith, Dodge, Dishion and McCord (2005) who argued that keeping company with deviant peers significantly increases the likelihood of individual delinquency. Similarly, Idu and Ojedapo (2014) in their study on learner discipline in Nigeria concluded that peer group influence is a contributing factor to indiscipline amongst the learners.

Salifu and Agbenyaga (2012) also share the view that learner-peer influence is a strong contributor to indiscipline in schools. Another study conducted by Gutura and Mapolisa (2015) also identified peer pressure as one of the major causes of

learner indiscipline. Mendler et al. (2008) agree with the above-mentioned researchers and stated that the desire to look good in front of peers and the need to look for attention may also lead to learners' indiscipline. Secondary school learners are mostly adolescents who are very impressionable. During this stage, peer acceptance is very important. The need to 'fit in' and be accepted by one's peer group pushes learners to misbehave. Borsari and Carey (2001) reasoned that in reality, peers influence the individual's attitudes and behaviours in several ways. Kaiser and Rasminsky (2010) stress that learners with discipline problems face an even bigger challenge in that they often find themselves being rejected by their peers, which further worsens the problem. They added that being rejected by their peers wound their self-esteem, leave them isolated and depressed and deprive them of opportunities to develop and practice the social skills they so much need.

On whether electronic media such as television and cell phones are contributing factors to learner indiscipline, 45.2% of principals, 41.8% of teachers, 24.3% of the teacher counsellors and 35.4% of the learners agreed. The interviewed learners reported that learners often brought cell phones to school. Although most schools have rules that prohibit the use or even bringing cellphones to school, many learners still bring their cell phones to school. The problems caused by cell phones at school are significant. Thompson (2011) contended that cellphones can create distractions that disrupt the learning environment in various ways. In a world of social media, cellphones have become even more problematic to young people than before. Learners misuse their cellphones by texting each other in class, bullying other learners, taking unflattering recordings of others, and so on.

Researchers and authors such as Smith, Mahdavi, Carvalho, Fisher, Russel and Tippet (2008), Shaheen (2009) and Hinduja and Patchin (2012) are talking about cyber bullying which has become a big problem to school children in recent years. Hinduja and Patchin (2012) noted that cyberbullying happens across a variety of venues and mediums in cyberspace, and it should not come as a surprise that it occurs most often wherever teenagers congregate. Today most young people are using social networks such as Facebook, Twitter, SnapChat, etc. to share with the

world what is happening in their lives. Unfortunately, social media networks have become a nightmare to many young people as details of their private lives and sometimes rumours, are spread on social networks for all to see. As with traditional bullying, the effects of cyber bullying are ominous. Hinduja and Patchin (2012) report that learners who were cyberbullied were almost twice as likely to commit suicide than those who have not experienced cyberbullying.

Television can also be a source of discipline problems when learners imitate and get influenced by what they have seen on television. Curwin et al. (2008) argue that although it is impossible to know the full extent of the influence of standard programming, television and other media have a potentially damaging effect on children.

Alcohol abuse by parents is also one of the causes of discipline problems among learners. More than half of the principals, that is 54.8%, 54.10% of teachers and 51.4% of teacher counsellors agreed with the statement. Only 27.6% of the learners said that alcohol abuse is a cause for learners behaving inappropriately. Children coming from households where parents abuse alcohol are prone to indiscipline in schools. The American Academy of Experts in Traumatic Stress (AAETS) (2014) noted that parental substance abuse interrupts a child's normal development, which places these youngsters at higher risk of emotional, physical and mental health problems. Furthermore, with parents who abuse alcohol and other drugs, children may be unable to focus on their school work due to tensions at home. These children are, thus, more likely than their peers to have learning disabilities, be truant, repeat more grades, transfer schools and be expelled (AAETS, 2014).

Many children who are raised by parents who abuse alcohol are likely to experience some form of neglect or abuse, whether it be emotional or physical. According to Lawrence (2015), parents who abuse alcohol put children at a greater risk of having intellectual, physical, social and emotional problems than peers raised by non-alcoholics. Emotional and behavioural problems are synonymous with discipline problems. In a country like Namibia, where alcohol abuse is rampant, it is evident that many learners are coming from homes where

parents/guardians abuse alcohol (UNICEF, 2008). It is also possible that some learners themselves abuse alcohol. A study conducted by UNICEF (2006) reported that the median age at which Namibian youth started drinking was 15 years and that 3 out of 10 young people surveyed had already tried alcohol. Another UNICEF (2008) study reported that alcohol abuse is recognised as a widespread problem in Namibia and that is associated with various social, economic and health problems and risks. For learners such as these who are affected by the social ills such as alcohol, guidance and counselling would benefit them as opposed to punitive methods of dealing with indiscipline.

Principals strongly believe that family breakdowns such as divorce are major cause of learner discipline problems. In agreement with this view are 44.9% of teachers, 43.2% of teacher counsellors and 20.7% of learners. Jones and Jones (1995) cited in Njoroge and Nyabuto (2011) contend that some social factors in the life of a child may positively or negatively influence his or her life. They mentioned family break-ups, poverty, stressful lives and substance abuse. Curwin et al. (2008) opined that although divorce is not necessarily a predictor of problems at school, children with divorced parents are more likely to be struggling with issues of emotional security than their peers from more stable families. Njoroge and Nyabuto (2014) assert that these negatively affect the overall social wellbeing of the learner and, therefore, affect the discipline outcomes at home and in school.

Of the learners that were interviewed, only two were living with their biological parents (both were staying with their single mothers). The rest were living with relatives, such as grandparents or aunts as guardians, while one was living in a child-headed household. Divorce, death and parents that were never married/ married to other people, were some of the reasons given to explain learners' guardianship situations. Below, some learners describe their living situations:

One learner said:

I live with my stepmother... my father works in another town far from home and only comes home at the end of the year. When I finish school, I am going to look for my mother. I do not think my father knows what this woman is doing to me. She does not like me at all. My half siblings all go to private

schools and I was sent here. During the school holidays, I do all the house chores, while her children watch TV and laze around. I don't like them. I just wish my mother was around.

Another learner said:

Both my parents passed away a long time ago. I now live with my aunt who does not like me... I just know. It is ok, because I also do not like her. And the teachers are the worst. They just do not listen. Like yesterday I told them my school shoes were torn and they still shouted at me that I should go and put them on. So I left and just stayed at the soccer stadium. I am a good soccer player. And the girls like that. That is the reason I was suspended... the girls. But they like me. Any way... I live with my aunt and her kids.

Another learner said:

I stay with my mother and my younger siblings. I don't know where my father is, my mother does not like to talk about him. He can stay away, we do not need him, mother takes care of us. I am the eldest in our house and they must all listen to me.

One more learner's living situation:

It is just me and my young siblings at home. Both my parents passed away. We used to live with my grandmother who passed away last year. My brother and I receive grants and we are in the process of applying for a grant for the youngest sibling.

Looking at this picture, it is not surprising that all these learners have discipline problems. Bloem (2013) noted that some of the effects of divorce or death of a parent on children are negative emotions like bitterness, stress, emotional pain, anxiety, fear, feeling abandoned, feeling betrayed and loss of self- esteem. Jensen (2009) shared his view that children who grow up in families with healthy relationships easily learn healthy and appropriate emotional responses to situations compared to children raised in so called normal families, who often fail

to learn these responses. These issues could drive a child to act out or become withdrawn, which will be labeled as indiscipline when their acts do not conform to the rules that are in place. These learners would benefit more from a caring school and teachers than being punished, thus the call for guidance and counselling in promoting learner discipline. Jensen (2009) added that some teachers misinterpret learners' emotional and social deficits as a lack of respect, but it is more accurate and helpful to understand that some learners come to school with a narrower range of appropriate emotional responses than teachers expect.

On whether lack of parental guidance and parental concern caused indiscipline problems, the majority of the principals, teachers and teacher counsellors (87.1%, 77.6% and 86.5.6% respectively) were in agreement. More learners on the other hand, disagreed that lack of parental guidance and or concern may cause discipline problems at school. It is argued that parents are the first teachers in a child's life. When parents fail to lay the foundation and guide the children on how to conduct themselves, problems are likely to occur. In line with this finding, Ido and Ojedapo (2011) confirm that parental influence constituted a contributing factor to indiscipline among secondary school learners.

Similarly, Magwa and Ngara (2014) argued that in disorganised families where there is lack of leadership, guidance and control can also lead to disruptive behaviour problems in schools. This view is also shared by Canter and Canter as cited by Porter (2005) that learners no longer respect teachers and education because their homes lacked stability, support and discipline. This is often the case for learners from dysfunctional homes where there are no clear routines. There are situations where children are left to fend for themselves. As a result, many children lack the self-esteem and impulse-control needed to choose responsible behaviour (Porter, 2005). There are many cases where school is the only major source of stability in a child's life. Schools are thus not only tasked to provide education but also to teach children about acceptable behaviour, morals, discipline and punctuality, thus the need for guidance and counselling in schools.

Absent parents and guardians may also lead to learners behaving inappropriately as indicated by more than half of the principals (74.2%), 57.1% of teachers and

67.6% of teacher counsellors as well as 24.9% of learners who agreed with the statement. With the adverse effects of HIV/AIDS, many children were left orphaned. The Ministry of Education (2012) reported that 37.6% of learners enrolled in schools were orphans. Namibia has a particularly high number of child-headed households (Hoaeb & Iiyambula, 2008) due to the effects of HIV and AIDS. Evans and Miquel (2001) as cited by Magwa and Ngara (2014) alluded to the fact that children from child-headed households have a tendency of being more rebellious and non-compliant at school.

This is not surprising as these children often lack the parental guidance that parents or guardians provide. Rosen (1997) noted that the need for security for these children who are coming from households with no parental care or from poor households has created a large group of needy children seeking emotional support from just about anybody available. Because of their home circumstances, children who lack parental care often experience emotional difficulties. In many cases, such learners may become attention seeking, and actually enjoy the attention they provoke from the teacher or other learners (Rosen, 1997). Asiyai (2012) stressed that unsatisfactory home conditions breed in children feelings of insecurity and frustration and thus contribute to the formation of deviant behaviour which they manifest at school.

It is, thus, important that in dealing with learners with discipline problems, one explores these factors in an attempt to understand what might be the cause of their ill-discipline. Mwamwenda (2004) shares the same view when he argued that there will be cases of antisocial behaviour among senior secondary learners involving shoplifting, vandalism, drugs and alcohol abuse and cheating on tests and examinations. Mwamwenda (2004) added that each of these problems will have to be addressed on the basis of individual guidance and counselling in which the counsellor should attempt to establish the factors leading to such antisocial behaviour and work out a plan to prevent such behaviour.

Curwin et al. (2008) advise that the factors that contribute to discipline problems in schools be discussed because indiscipline prevention and successful

intervention hinge on an understanding of both in-school and out-of-school issues that strongly influence learner behaviour. This is a view shared by Waller (2008) who stressed that effective teachers know that in order to truly help a learner to change an inappropriate behaviour, they have to get to the root causes and consider the core of the problem. It is always good to remember that some learners' behaviour might be as a result of emotional problems or reactions to bad experiences. They may thus benefit from seeing a specialist or a counsellor who might be able to identify and help resolve the causes for the behaviour (UNESCO, 2001). The provision of school guidance and counselling thus plays a major role in learner adjustment and in learners behaving appropriately at school and in the society. Bor et al. (2002) noted that like home, schools are considered a primary and essential context for supporting, nurturing and facilitating educational, moral and social development in young people. This is especially important to learners from dysfunctional families who may lack the parental guidance that parents or guardians provide.

The subsequent section looks at the role of principals, teachers and teacher counsellors in keeping discipline in schools.

4.6 The role of principals, teachers and teacher counsellors in managing learner discipline

This section focuses on the role of the principals, teachers and teacher counsellors in managing discipline at schools. This part of the questionnaire contained a list of statements regarding those involved in keeping discipline at schools. The participants were asked to indicate their level of agreement to the given statements describing what happens at schools regarding the maintenance of learner discipline. The statements were coded along a Likert-type scale format with responses ranging from Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. For easy reporting, the strongly agree and agree were collapsed to show a positive view, the strongly disagree and disagree options were collapsed to show a negative view. Furthermore, the uncertain option category was ignored in order to make the results directional (Mushoriwa, 1998).

Table 14: Extent to which participants agree with the involvement of the principals, teachers and teacher counsellors on maintaining discipline at school

Statement	Principals			Teachers			Counsellors			Learners		
	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
	%	%	%	%	%	%	%	%	%	%	%	%
1. The Principal establishes school discipline through effective administration	96.8	3.2	0	94.9	3.1	2.0	86.5	5.4	8.1	82.9	8.0	9.2
2. The Principal often involves the Teacher Counsellor in handling disciplinary cases	80.7	12.9	6.4	76.5	20.4	3.1	29.7	8.1	62.1	21.4	22.3	56.2
3. Teachers are actively involved in keeping discipline at the school	83.9	12.9	3.2	82.6	14.3	13	67.6	18.9	13.5	64.8	19.8	15.3
4. Teachers refer misbehaving learners to the teacher counsellor	54.9	25.8	19.4	57.1	26.5	16.4	24.3	29.7	45.9	36.1	27.6	36.2
5. The teacher counsellor takes an active role in the emotional wellbeing of learners	90.3	9.7	0	85.7	12.2	1.0	97.3	2.7	0	66.9	18.4	14.7
6. The teacher counsellor establishes liaison between teachers and learners	83.8	12.9	3.2	70.4	24.5	5.1	81.1	16.2	2.7	50.9	24.5	24.5
7. The teacher counsellor assists in dealing with severe cases of misconduct by learners	80.6	12.9	6.4	72.5	24.5	3.0	40.6	16.2	43.2	38.9	21.7	39.4

The involvement of all stakeholders, particularly the school staff is needed in order to promote and keep learner discipline in schools. It is thus important that they all play their role if the purpose of schools and thus of education is to be realised. This view finds support in Kiprop (2012) who asserted that appropriate school discipline practices involve all stakeholders in their design. Table14 shows that the respondents valued the role of school principals in establishing school discipline through effective administration. Consequently, 96.8% of the principals, 94.9% teachers, 86.5% of the teacher counselors and 82.9% of learners are in agreement that principals at their respective schools were involved in maintaining discipline

through effective administration. Contrary to this finding, when they evaluated guidance and counselling services in Namibia, Vergani et al. (2010) found that the shortcomings in the current system of management and leadership make it difficult to implement a good and sustainable system of counselling in schools. Furthermore, they found that many principals are not skilled in positive disciplinary and classroom practices, often resulting in a school ethos that act as additional stressor to learners.

Effective school administration by the Head of the school is a requirement for the effective running of the school. Kiprop (2012) noted that in order for the principals to maintain school discipline they should be available, accessible, and establishing structures and climate, which promote participatory democracy, dialogue, teamwork, transparency, accountability, open communication systems and good public relations. The principal, as the Head of the school, has the overall responsibility of ensuring that all programmes are implemented and running accordingly. This includes the guidance and counselling programme, which is very instrumental in maintaining order and discipline in schools. The role of the principal in the implementation of guidance and counselling is a significant one. Zalaquett (2005) opined that ignoring the role of the principal in guidance and counselling can negatively impact the implementation and maintenance of counselling in the school.

While the majority of the principals (80.7) and teachers (76.5) indicated that principals involved teacher counsellors in dealing with indiscipline, teacher counsellors and learners were not convinced of this fact as the majority of them (62.1% and 56.2% for teacher counsellors and learners respectively), disagreed with the statement. Furthermore, of the learners interviewed, only one indicated that she was once referred to the teacher counsellor when she was involved in a sexual relationship with another learner. The later results are in agreement with Mbongo (2013) who found that principals did not involve teacher counsellors in handling disciplinary problems and often handled cases on their own. This is disregarding policy, as one of the responsibilities of teacher counsellors is to assist school management in resolving severe disciplinary problems (Ministry of Education, 2006). Vergnani et al. (2010) reported that whilst many principals

appreciated teacher counsellors in their schools, some of them felt that problematic behaviour from learners warranted punishment, not counselling.

There was consensus among the respondents from all the groups that teachers are actively involved in maintaining learner discipline. In her study on learner discipline in the Khomas Region of Namibia, Upindi (2012) found that teachers indeed spend a significant amount of time dealing with misbehaviour in the classroom. Biehler and Snowman (2006) argued that in many instances teachers spend a significant amount of class time dealing with misbehaviour, rather than teaching and learning. The interviewed learners showed that this was the case in keeping order in classrooms, and does not always extend to the whole school. They mentioned that some teachers will ignore learners misbehaving outside/in the school premises as long as it is not happening in their classrooms. Teachers often see the principal and other management members and those in the disciplinary committees as the ones responsible for keeping discipline in the school. This approach defeats the collaborative approach notion which is very important in maintaining order in schools. This is the reason that some schools experience more discipline problems when the principal is not around.

The study further sought to establish whether teachers referred learners with discipline problems for counselling. The results indicate that while the majority of the principals (54.9%) and teacher counsellors (57.1%) agreed with the statement, the results also show that only 24.3% of teacher counsellors and 36.1% of learners agreed with the statement, indicating that teachers did not refer learners with discipline problems for counselling. Of the interviewed learners, only one indicated that she was once referred to the teacher counsellor for counselling. She indicated that she was referred for having a sexual relationship with another learner in the school.

It is not clear why teachers do not refer learners with discipline problems for counselling. It could be that teachers are not aware of the role they have to play in the guidance and counselling programme at their schools. Myrick (2003) pointed out that teachers' roles in the guidance and counselling programme include helping to identify learners who need special attention more effectively and

efficiently, making discipline referrals and consulting with school counsellors and other school personnel regarding the guidance and counselling needs of learners. It could, however, also mean that teachers themselves do not believe that guidance and counselling is the answer to learner indiscipline, as indicated by Vergnani et al. (2010), who reported that teachers felt misbehaviour warranted punishment and not counselling. Researchers such as Bulus (2001) and Denga (2001) cited in Eyo, Johua and Esuong (2009) have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counselling in schools. If principals and teachers are not adequately informed about guidance and counselling and if they do not understand the role of the teacher counsellors, they do not support them.

Table 14 further shows that the respondents were in agreement that teacher counsellors take an active role on the emotional wellbeing of the learners. Of the respondents, 90.3%, 85.7%, 97.3% and 66.9% of principals, teachers, teacher counsellors and learners respectively agreed with the statement. Only a small number of the respondents felt that this was not the case. This is in line with the teacher counsellors' basic responsibility, that of taking care of the emotional wellbeing of learners. As school-based counsellors, their role is to advocate for the learners and to help create learning environments that are safe, caring and supportive (Gilman, Huebner & Furlong, 2009).

Lunenburg (2010) pointed out that in addition to providing guidance services for all learners, school counsellors are expected to do personal counselling; problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy must be addressed. The Department of Education and Communities in Australia (2011) states that dedicating time to improve the wellbeing of learners can have a positive effect on academic achievement and positive behaviour in the classroom.

The majority of the participants are in agreement that the teacher counsellor creates liaison between teachers and learners as indicated by nearly 84% of principals, 70.4% of teachers and 81.1% of teacher counsellors. The learners were the least convinced of this fact, with only 50.9% agreeing and the rest being

uncertain or disagreeing. The nature of a counsellor's job dictates that they create links between learners and teachers when needed. Sometimes teacher counsellors are required to act as mediators when conflicts arise between learners and teachers. This view is also shared by Lunenburg (2010) who points out that guidance and counselling has a responsibility for developing and maintaining a co-operative relationship between learners and the school. Lunenburg (2010) added that both teachers and learners have a responsibility to make adjustments and work towards fostering wholesome school – home attitudes. Rimm-Kaufman and Sandilos (2016) contend that improving learners' relationships with teachers has important, positive and long lasting implications for both learners' academic and social development.

The respondents were also asked to indicate their level of agreement on whether teacher counsellors assisted the schools' management in dealing with cases of misconduct by learners. The results show that the majority of the principals (80.6%) and teachers (72.5%) agreed with the statement, while more teacher counsellors (43.2%) and learners (39.4%) disagreed. Assisting the school management in dealing with severe cases of indiscipline is one of the responsibilities of the teacher counsellors (Ministry of Education, 2005). These results find support in Mbongo (2013) that principals did not often involve teacher counsellors in resolving discipline problems.

4.7 The use of guidance and counselling in learner discipline

The study further sought to assess the extent to which schools use guidance and counselling in dealing with learner indiscipline. There were four parts in this section of the questionnaire. First, participants were asked to indicate their level of agreement regarding the use of guidance and counselling on learner discipline. Participants were then required to indicate the type of disciplinary methods used at their schools and to indicate whether participants thought these methods were effective in curbing indiscipline. Lastly, principals and teachers were asked to indicate whether they have referred learners for counselling because of discipline

problems. Learners were required to indicate if they were ever referred for counselling for indiscipline. The results are presented in tables 15 and 16; and in figures 5, 6, 7 and 8 and results analysis and discussion follow. For easy reporting for table 15, the strongly agree and agree were collapsed to show a positive view, the strongly disagree and disagree options were collapsed to show a negative view, and the uncertain category was ignored in order to make the results directional (Mushoriwa, 1998).

Table 15: Extent to which respondents agreed on the use of guidance and counselling to promote learner discipline

Respondents	Statement	Opinion on statement		
		Agree	Uncertain	Disagree
		%	%	%
Principal (n=31)	Guidance and counselling improved learner discipline	77.4	16.1	6.6
	The absence of G&C in schools lead to learner indiscipline	58.1	16.1	25.9
	Guidance and counselling minimised personal problems among learners	80.7	12.9	6.5
	Guidance and counselling minimised problems between teachers and learners	83.8	6.5	9.7
Teachers (n=98)	Guidance and counselling improved learner discipline	64.3	28.6	7.1
	The absence of G&C in schools lead to learner indiscipline	52.1	21.4	26.5
	Guidance and counselling minimised personal problems among learners	70.4	18.4	11.2
	Guidance and counselling minimised problems between teachers and learners	60.2	24.5	15.3
Teachers Counsellors (n=37)	Guidance and counselling improved learner discipline	91.9	5.4	2.7
	The absence of G&C in schools lead to learner indiscipline	64.8	13.5	21.6
	Guidance and counselling minimised personal problems among learners	83.8	8.1	2.7
	Guidance and counselling minimised problems between teachers and learners	89.2	10.8	0
Learners (n=489)	Guidance and counselling improved learner discipline	66.6	9.0	23.9
	The absence of G&C in schools lead to learner indiscipline	36.6	14.9	48.3
	Guidance and counselling minimised personal problems among learners	62.7	14.9	24.0
	Guidance and counselling minimised problems between teachers and learners	59.1	14.1	26.5

The study further sought to establish the participants' views on the use of guidance and counselling in maintaining and promoting learner discipline. Table 15 shows that the participants were positive towards the use of guidance and counselling in promoting learner discipline. This is shown by 77% principals, 64.3% of teachers, 91.9% of teacher counsellors and 66.6% of learners who agreed that the use of

guidance and counselling contributes to well-disciplined learners. Similarly, 58.10% of principals, 52.10% of teachers, 64.8% of teacher counsellors and 36.6% of learners agree that the absence of guidance and counselling in schools leads to learner indiscipline. The results indicate that the participants believed in the use of guidance and counselling in promoting learner discipline.

A study conducted in Kenyan secondary schools by Wangari (2006) on the effectiveness of guidance and counselling in combating learner indiscipline found that the strategies used by guidance and counselling programmes were effective in dealing with learner indiscipline. The study also found that guidance and counselling programmes have contributed to the change in attitudes towards guidance and counselling and improved discipline in schools. This study is similar to the present study in that it showed the effectiveness of guidance and counselling in combating indiscipline in secondary schools as reported by teacher counsellors.

The American Counselling Association (2007) noted that school counselling programmes have significant influence on learner discipline problems. Learners who participated in a school counselling programme had significantly less inappropriate behaviours and more positive attitudes toward school than those learners who did not participate in the programme. Carey and Harrington (2010) in an evaluation report on school counselling in Utah, reported that school counseling was related to a range of important learner outcomes, including lower suspension rates, lower disciplinary rates, increased attendance rates and higher graduation rates.

Table 15 further shows that the participants viewed the use of guidance and counselling in reducing personal problems among learners positively. The participants also agreed that the use of guidance and counselling helps in reducing problems between teachers and learners. The provision of guidance and counselling to learners has the potential to improve learner-learner and learner-teacher relationships. Through guidance and counselling, learners learn about themselves, how to deal with emotions, problem-solving skills that could assist in coping with feelings, including forming relationships with peers and the adults in

their lives (Ministry of Education, 2005,2007). This view is shared by Guez and Allen (2000) who assert that in order for young people to function effectively in different settings, they need to acquire social skills, which are taught and acquired through guidance and counselling.

Through guidance and counselling, learners are helped to understand themselves, how to get along with others, manners and etiquette, social skills and relationships (Guez & Allen, 2000). This view is further supported by Lunenburg (2010) who points out that guidance and counselling has a responsibility for developing and maintaining a co-operative relationship between learners and the school. Lunenburg added that both teachers and learners have a responsibility to make adjustments and work towards fostering wholesome school–home attitudes. Rimm-Kaufman and Sandilos (2016) contend that improving learners' relationships with teachers has important, positive and long lasting implications for both learners' academic and social development. Positive teacher relationship is an important factor in managing learner discipline. Using guidance and counselling to improve teacher – learner relations leads to improved learner discipline.

In order to understand how learner indiscipline is managed in schools, participants were asked to indicate the disciplinary methods that are used in their schools. The following table presents results about the methods used in disciplining learners.

Table 16: Forms of disciplinary methods used in schools

Method used	Principals (n=31)	Teachers (n=98)	Counsellors (n=37)	Learners (n=489)
	%	%	%	%
Weeding	77.4	70.4	89.2	66.9
Cleaning the classroom	74.2	74.5	62.2	70.1
Corporal punishment	3.2	16.3	37.8	45.8
Suspension	48.4	46.9	64.9	56.6
Detention	58.1	51	37.8	39.1
Calling parents	96.8	95.9	86.5	82.0
Chasing learner out of class	9.7	26.5	45.9	52.6
Expulsion	3.2	6.1	2.7	16.0
Fine	0	3.1	2.7	8.2

The table above shows that calling parents to school after learners have misbehaved is the most utilised form of disciplining method as indicated by 96.8% of principals, 95.6% of teachers, 86.5% of teacher counselors and 82% of learners. According to the learners interviewed, all of them were at one point sent to bring their parents or guardians to school. Learners indicated that calling parents sometimes made them change their behaviour as they were afraid to be asked to bring their parents to school. Other learners, however, indicated that this did not make them change their behaviour, as they were not afraid to bring their parents/guardians to school.

Some learners indicated that sometimes they brought elder siblings, friends and even anyone they could find. One learner mentioned that she was happy to be sent home to bring her parents to school as she had been in the hostel for nearly a month without going home. This is especially true for hostel boarders who spend long periods of time without going home. A study by Ngotho and Zani (2015) among secondary schools in Kenya found that calling parents to school was futile because learners continued to play truant and hardly informed their parents or guardians that they were needed at schools, and in extreme cases, they ended up bringing other people to stand in for their parents. Therefore, although commonly

used in many schools, calling in parents is not always effective in maintaining discipline in schools.

Manual labour methods such as cleaning the classroom and weeding in the school grounds are also very popular methods with over 60% of the participants from all groups indicating that these were often used in punishing misbehaving learners. The interviewed learners also indicated that they were often required to do manual labour in response to misbehaviour. One learner said:

The teachers think they can scare me with their punishments. I am not scared of them because I have done the worst. At my former school they made me dig out a big tree. It was hard but I had to do it or they said I will be chased out of school. At this school they mostly make us clean the school yard. I have seen other learners who were made to dig ditches. Sometimes learners are also punished by cleaning the toilets. I would hate to clean toilets.

This is perhaps the most ineffective method as learners indicated that although the jobs were unpleasant, it does not stop them from misbehaving. Some learners indicated that they do not mind being given jobs to do as it allows them to spend time outside the classrooms and at times, miss the boring afternoon study which they describe as a waste of time. According to Skiba and Peterson (2002), a mere punishment such as manual labour does not deter learners from misbehaving as it does not teach new behaviour. This implies that although a learner was punished, it is unlikely that they will stop the behaviour. In dealing with learner discipline, it is important that strategies that bring out positive behavioural change are employed.

Table 16 further shows that suspending learners from school as a form of managing indiscipline among learners was commonly used as indicated by 48.4%, 46.9%, 64.9% and 56.6% of the principals, teachers, teacher counsellors and learners respectively. More teacher counsellors seem to think so compared to the other groups. This is also one of the commonly used methods as all but one of the

interviewed learners were at one point suspended from school or from the hostel during their school career.

Despite the lengthy procedures of getting learners suspended from school, and that it is mostly recommended in cases when a learner poses danger to other people, it is very common (Education Act No. 16 of 2001). Learners get suspended for very minor offences such as not tucking in shirts, missing the afternoon study, not doing homework etc. Suspending learners from school does not serve a good purpose as learners simply get left behind with their school work. It also does not deter them from misbehaving as no lessons are learned. For some learners, suspension from school means getting in even more trouble than when they are at school. Most of the interviewed learners were also of the opinion that, in as much as they missed school work during their absence from school, they enjoyed being away from school.

One learner said:

I enjoyed staying at home the whole time. I woke up at my own time and ate what I wanted, unlike in the hostel where we often go hungry. I do not like staying in the hostel and I keep telling my mother that I do not want to stay in the hostel but she insists.

Another learner said:

One time I stayed at home for a long time. I was suspended from school because we stole food from the kitchen. One day while I was still on suspension, one teacher found me drinking tombo (a local alcoholic brew) and my suspension was prolonged. When I finally got back to school, I was told I no longer had a place in the hostel. I am still suspended from the hostel and travel from home every day. At least my house is not very far from school, others who are coming from far places usually rent flats or stay with people they do not know when they are suspended from the hostel.

Skiba and Peterson (2002) are of the opinion that suspending and expelling learners from school and other forms of punishment often do not work and at times

increase undesirable behaviour. This is a view also shared by Sharkey and Fenning (2012) when they argue that suspension even for minor disciplinary issues tends to actually exacerbate the problem behaviour and may lead to academic problems. For example, when a learner is suspended from school, most of them simply stay at home without doing any school work. This is especially true for learners who are coming from households with no or limited parental control and concern. Sometimes, learners on suspension are drawn to criminal activities and other dangerous activities because of the long hours that they are having with no clear routine in place as it is the case at school. Seen from this view, suspending learners from school is thus not a deterrent from bad behaviour as no new behaviour is learned, nor does it allow for rehabilitation of the learner or giving individual attention. Joubert, De Waal and Rossouw (2004) in their study on the impact of access to equal opportunities in South Africa, concluded that denying learners access to equal educational opportunities should be used by schools as the last resort to discipline learners.

A number of participants also indicated that chasing misbehaving learners out of the classrooms as a means of disciplining them was practised, as indicated by 52.6% of the learners, 45.9% of the teacher counsellors, 26.5% of the teachers and 9.7% of the principals. As in the previous method of suspension, chasing learners from the classrooms does not discourage learners from misbehaving. If anything, it seems to encourage learners to misbehave as some may see this as an opportunity to spend time out of the classroom unsupervised. In fact, many learners seem to enjoy being chased out of classrooms. As this is a temporary suspension, many learners deliberately misbehave during lessons of the subjects they do not like just so they can be sent off.

On the use of detention as a way of managing and promoting learner discipline, the majority of the principals (58.1%) and teachers (51%) indicated that it was used. Only 37.8% of the teacher counsellors and 39.1% of the learners believed that detention was used when learners misbehaved. In responding to what happens during detention, learners had this to say:

We were told to remain in the class after everyone has gone home. We were about seven. The teacher locked us in the class and left. He only let us out when it was late.

Another learner said:

For not doing my homework the previous day, I was kept at school after normal teaching time. I had to repeatedly write one paragraph over and over. I was only allowed to leave when the teacher also wanted to go.

In many schools, detention is often unsupervised, thereby creating a perfect ground for more misbehaviour. It also makes learners even more vulnerable to bullying from other learners. Although not recommended as a means of curbing learner indiscipline, the least that teachers can do is supervise the learners during detention to avoid more misbehaviour. As mentioned earlier, unsupervised learners get up to a series of mischief.

Fluke, Olson and Peterson (2014) noted that detention and suspension with some learners may be rewarding, rather than punishing their behaviour. Olsen et al. (2014) added that despite its popularity, very little research has been conducted on its effectiveness and what little research there is suggests that detention is unlikely to be effective for learners who repeatedly misbehave.

While only few principals (3.2%) and teachers (16.3) indicated that corporal punishment was used in dealing with learner indiscipline, 45.8% of learners and 37.8% of teacher counsellors indicated that it was used. The interviewed learners have indicated that beating learners as a means of keeping order in schools was a common practice. All of the interviewed learners have suffered a beating by teachers at least once in their school careers. It is not surprising that many teachers and principals would deny the occurrence of corporal punishment in schools. As per the Education Act No. 16 of Namibia of 2001, “a teacher or any person employed at a state school or hostel or private school or hostel commits misconduct, if such a person, in the performance of his or her duties, administers corporal punishment upon a learner or causes corporal punishment to be administered upon a learner”. Corporal punishment is, thus, prohibited in Namibian

schools. However, as the teacher counsellors and learners' responses show, the fact that corporal punishment is banned does not seem to deter many educators as incidences of corporal punishment in schools continue to be reported. Furthermore, NANTU (2008) reported cases of teachers who were charged with misconduct because of administering corporal punishment on learners.

A study by Yanghambe and Tshabangu (2013) on disciplinary networks in secondary schools in Tanzania reported that the continued recurrence of disciplinary problems in schools despite the legalised use of corporal punishment suggests that physical punishment approaches may not be effective. Many teachers, however, continue to defend the use of corporal punishment citing that it is the only way that works with learners despite many scholars arguing that corporal punishment does not deter learners from misbehaviour. For example, a study by Maphosa and Shumba (2010) on educators' disciplinary capabilities after the banning of corporal punishment in South African Schools found that teachers felt disempowered by the outlawing of corporal punishment. Mthanti and Mncube (2014) found that the use of corporal punishment to correct behaviour negatively impacted on the education of learners, in that some learners opted to rather absent themselves from school or classes and away from their education to avoid getting caned.

Table 16 further shows that expelling learners from school and paying fines were the least methods used in dealing with learner indiscipline in schools. Only in severe cases were learners expelled from schools. The Ministry of Education in Namibia has made it very difficult for schools to expel learners from school on their own and it is only the Permanent Secretary of the Ministry who has the mandate to expel learners from school (Education Act of No. 16 of 2001). This is probably one of the reasons why it is not a popular method of controlling learner behaviour. Furthermore, it was only isolated cases that learners were required to pay fines following misbehaviour. Learners indicated that this was mostly done when learners vandalized school properties and were then required to pay a fine to replace or repair the damaged items.

After the respondents had indicated the methods used in managing learner indiscipline, they were asked to state whether they thought these methods of correcting misbehaviour were effective or not. The results are summarised in Figure 5.

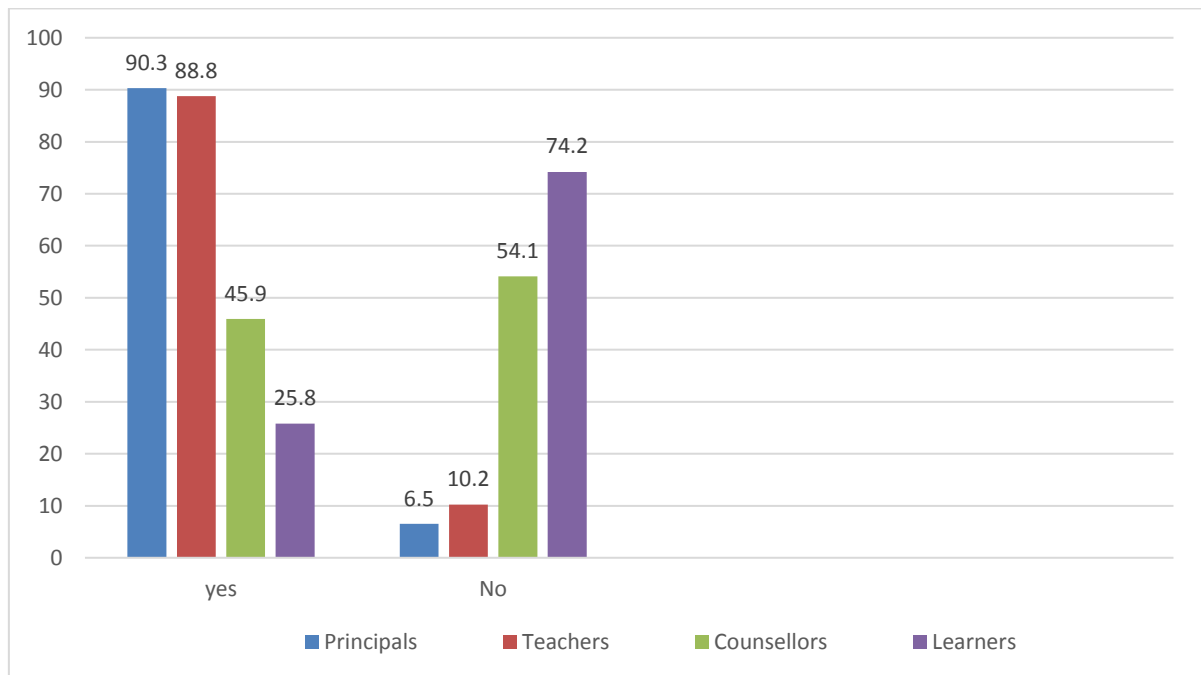


Figure 5: Respondents' opinions on whether the methods used in table 16 lead to better behaviour

Responses of the participants indicate that the majority of the principals (76.0%) and teachers (88.8%) agree that such methods were effective. More teacher counsellors (54.1%) and learners (74.2%) indicated that these methods of correcting misbehaviour were not effective. These results suggest that generally, schools preferred these punitive techniques in dealing with indiscipline as indicated by the principals' and teachers' responses. With the exception of calling parents/ guardians to school, methods like suspension, manual labour, corporal punishment came out as commonly used. Upindi (2012) noted that often teachers resorted to what they termed as light punishment in dealing with misbehaviour in the classroom immediately. The participants mentioned some of the punishments to include: standing in front of the class carrying a chair for some minutes, letting the learner sit next to the teacher, detention after break and asking a learner to re-write a text for 50 times or more (Upindi, 2012).

Previous studies show that most of the methods in table 16 are indeed not effective as they do not lead to improved behaviour as no lessons are learned (Skiba & Peterson, 2002; Mthanti & Mncube, 2014; Ngotho & Zani, 2015). There are some situations when learners cease the bad behaviour because of fear. This is especially the case when corporal punishment is used. The aim is to have learners who behave not because they are frightened, but because they respect authority and desire to belong (Rosen, 1997). A large part of these punitive ways, including corporal punishment, suspension, etc. actually stop the learning process. Kindiki (2015) argues that the danger is that schools resort to more insensitive and wasteful methods of handling learners displaying deviant behaviour which sometimes force learners out of schools prematurely. Seeman (2000) argues that many behaviour modification systems of reward and punishment show too little regard for the underlying emotions that are often the source of misbehaviour. He added that not considering what the child might be feeling and look at the child's behaviour, is to look past the child.

Furthermore, the principals and teachers were asked to indicate whether they had ever referred learners with discipline problems for counselling. The teacher counsellors were asked to indicate the frequency with which principals and teachers referred learners with discipline problems to them for counselling. The learners were asked to indicate whether they were ever referred to the teacher counsellor for counselling. The results are summarised in Figures 6,7 and 8.

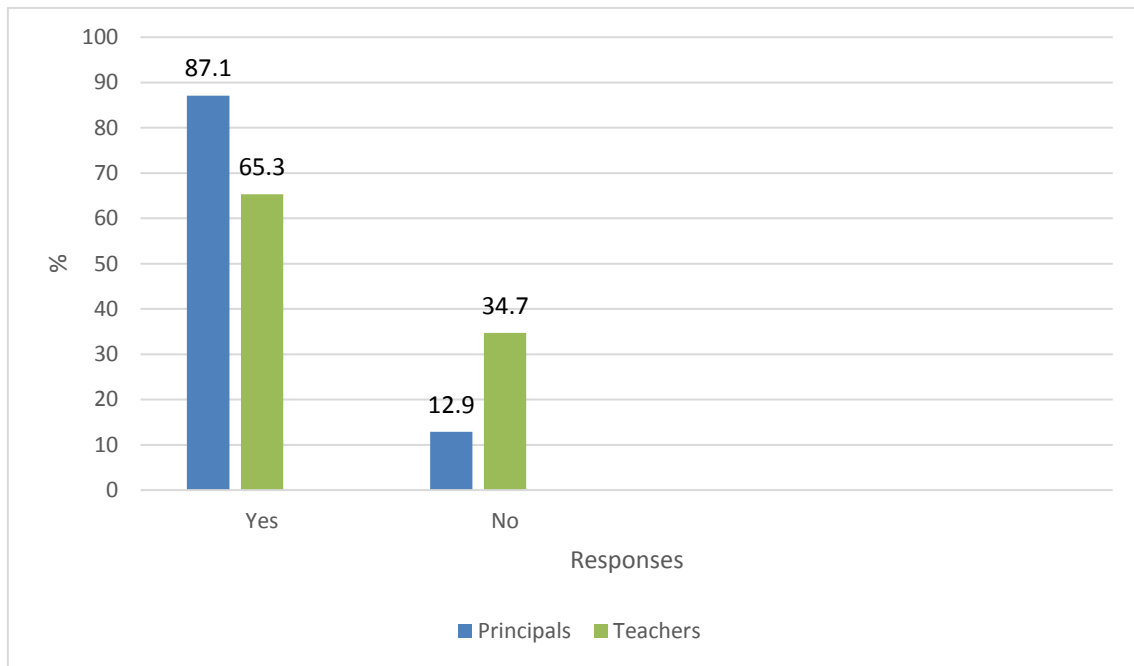


Figure 6: Principals and teachers' responses on whether they refer learners with discipline problems for counselling

The results in figure 6 show that the majority of principals (87.1%) and teachers (65.3%) indicated that they often refer learners with discipline problems for counselling.

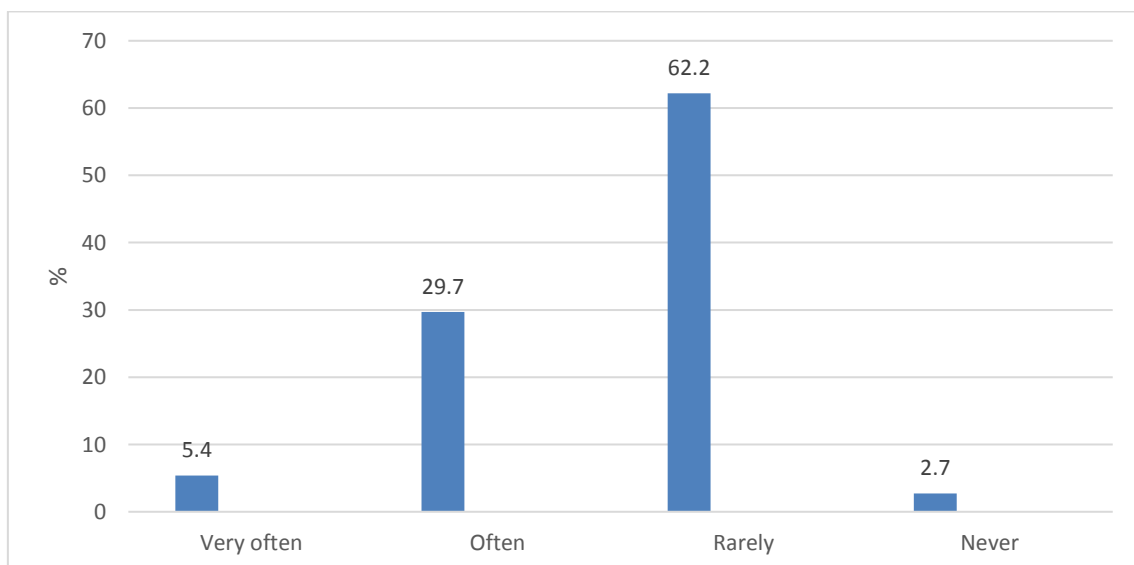


Figure 7: Teacher counsellors' responses about the frequency with which teachers and principals referred learners with discipline problems for guidance and counselling

Contrary to the results in Figure 6, Figure 7 shows that the majority of the teacher counsellors (62.2%), indicated that principals and teachers rarely refer learners experiencing discipline problems to the teacher counsellors for guidance and counselling.

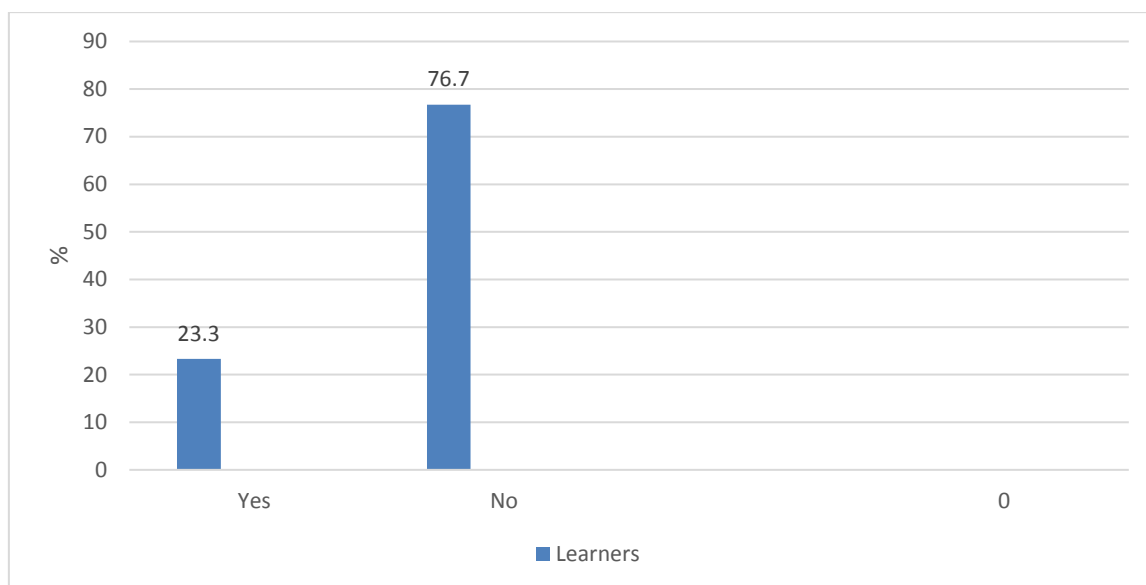


Figure 8: Learners' responses whether they were ever referred for counselling

Learners' responses in Figure 8 show that the majority of learners (76.7%) were never referred for counseling for misbehaviour. Of the learners interviewed, only one indicated that she was once referred to the teacher counsellor because of a sexual relationship with another learner. The results are an indication that learners with discipline problems were rarely referred to counselling despite what the principals and teachers have indicated. This view is also supported by the teacher counsellors that principals and teachers rarely referred learners with discipline problems for counselling as shown as figure 7.

This is an indication that learners with discipline problems were seldom or were never referred for counselling. This study confirmed that despite the many benefits that guidance and counselling has on learner discipline, schools were not making use of the guidance and counselling services in maintaining discipline. For

example, Kasomo (2011) carried out a study in Kenya's schools and reported that the role of guidance and counselling was emphasised by respondents as a method of curbing indiscipline among learners. Kasomo (2011) further reported that both teachers and learners acknowledged that guidance and counselling had enhanced learner discipline by promoting dialogue, enhancing learner performance, guiding on career choices and guiding on social problems.

Lastly, the participants from all the groups were asked to give their opinions on the use of guidance and counselling on promoting learner discipline. The results are summarised in Figure 9 below:

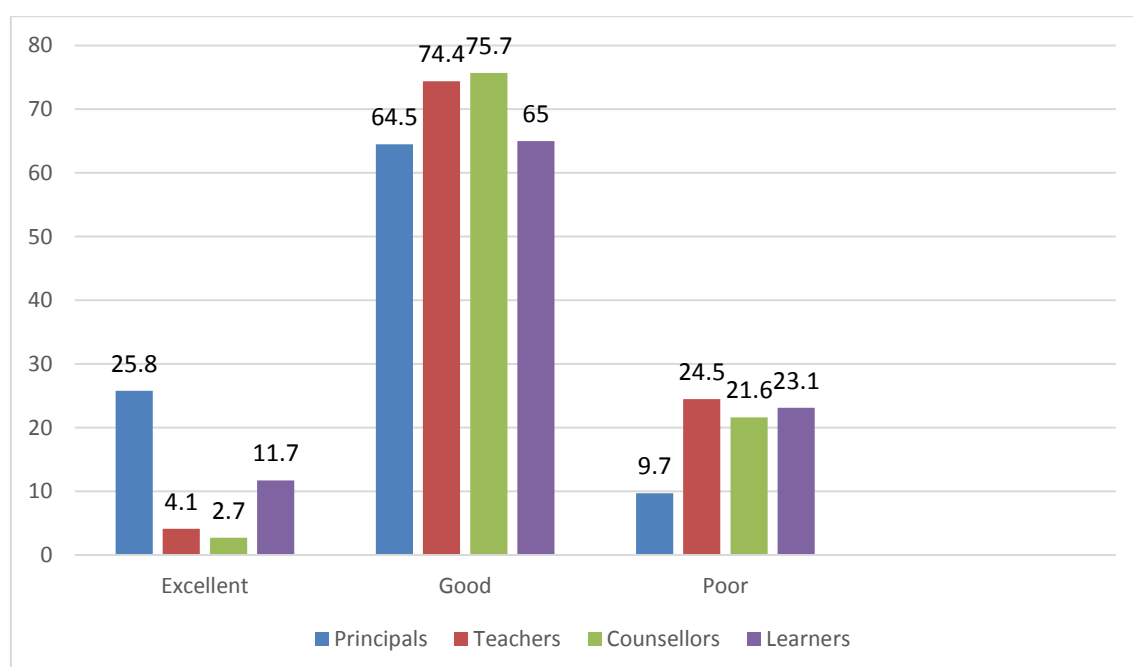


Figure 9: Participants' responses regarding the use of guidance and counselling in managing and promoting learner discipline

The results in Figure 9 show that, despite the fact that guidance and counselling was seldom used in dealing with discipline problems, the majority of the participants (64.5%, 71.4%, 75.7% and 65% of principals, teachers, teacher counsellors and learners, respectively) believe that the use of guidance and counselling in managing and promoting learner discipline is good. Of the participants, (24.5%, 21.6%, 23.1% and 22.6% of principals, teachers, teacher counsellors and learners, respectively, indicated that the use of guidance and

counselling in managing and promoting learner discipline was poor. This result finds support in Kindiki (2015) who conducted a study in Kenyan secondary schools on the use of corporal punishment and found that participants perceived counselling to be the most effective method in dealing with indiscipline.

This study was on the use of guidance and counselling in promoting learner discipline in schools. The use of guidance and counselling in promoting discipline focuses on teaching and guiding learners on behaving appropriately. The findings of the study agree with the fact that learners need to be taught and guided on conduct and behaviour, issues that are covered under the persona/social component of the guidance curriculum. As the findings of the study show, the absence of parental care in many households has led to some learners coming to schools without having learnt the basic rules of conduct. This necessitates that schools, through guidance and counselling work in instilling values of respect, self-discipline, social responsibility and integrity.

4.8 Strategies to strengthen the use of guidance and counselling in promoting learner discipline

This section discusses the strategies that can be employed to strengthen the use of guidance and counselling in promoting learner discipline in secondary schools as revealed by the results on the study. Specifically, this section addresses the last sub-research question which asks: How can the use of guidance and counselling be strengthened to promote learner discipline?

The findings of the study reveal that there is a need to strengthen the use of guidance and counselling to promote learner discipline in secondary schools. The study revealed that zero-tolerance practices that are mainly used are not effective as learner indiscipline continues to escalate. For example, a school might send a learner back home in the morning for coming late, as punishment. A learner who does not have adult caregivers is likely to get back home and sleep or worse – go straight to taverns and spend the whole day drinking. The learner's situation is thus made worse by how the school responded to the first offence.

Based on the findings of the study, the following strategies are suggested in order to strengthen the use of guidance and counselling in promoting learner discipline:

Firstly, looking at the qualifications of the teacher counsellors, the majority of the teacher counsellors (83.8%) have received their training in guidance and counselling through in-service training. These are usually one-week workshops organised and facilitated by Regional School Counsellors. Although these trainings are useful and Vergnani et al. (2010) rated them as bearing fruit, more training is needed to enable the teacher counsellors to carry out their guidance and counselling duties effectively. Maluwa-Banda (1998) noted that inadequate training in counselling puts school counsellors in a vulnerable position when called upon to deal with crucial issues affecting their learners, especially those of a psychological, social and personal nature. Chireshe (2006) in his study on school guidance and counselling in Zimbabwe, also found that a few of the school counsellors had attended some in-service workshops in guidance and counselling, implying that school counsellors may not be well versed with what the school guidance and counselling services has to offer and how best to offer them.

Seeing the Ministry of Education has created positions for full-time Life Skills/Teacher counsellors, it should follow that teacher training institutions should introduce Guidance and Counselling/Life Skills as a major subject. The country could also emulate the good example set by many South African universities that all aspiring teachers do a course in the Life Skills subject. This would go a long way towards ensuring that qualifying teachers have basic knowledge in the subject Life Skills.

The Life skills curriculum on its own is adequate in addressing the educational/academic, vocational/career and personal/career guidance. The problem lies with the implementation. The findings of the study show that not all the components of the guidance and counselling programme are adequately provided to the learners. The participants indicated that learners and sometimes Life Skills teachers do not take the subject seriously. This calls for improved monitoring of the teaching of Life Skills. The success of the guidance and

counselling programme would require a strong involvement by the principal and other school management members (Chaplain, 2003; Myrick, 2003; Zalaquett, 2005; Kiprop, 2012).

The principal should show interest in the programme by frequently asking for updates. The principal and the entire management should timeously monitor and make sure that the subject is taught and that assessment is done correctly. Another suggestion made was that performing enhancing activities such as award giving ceremonies should also recognise Life Skills teachers and learners for their performance in Life Skills. It was also suggested that the number of periods per week that are allocated for Life Skills should be increased, since the one period per week allocated to the Life Skills subject does not allow for teachers to cover all the topics in the syllabus.

Another way of strengthening the use of guidance and counselling in promoting learner discipline is by clearly defining the roles of the Life Skills teacher. It seems many school managers are not clear about the roles and responsibilities of Life Skills teachers. This is despite the terms of references of Life Skills teachers that were put in place (Ministry of Education, 2012). School managers thus need to be sensitised about the roles and responsibilities of Life Skills teachers and how they can best support the Life Skills teachers. This should include clarifying the role of teacher counsellors in managing learner indiscipline in schools. When principals know the roles of the teacher counsellors, they will be in a position to monitor and support teacher counsellors. This will also enable the principal and other staff members to consult and communicate with the teacher counsellors on issues pertaining to learner discipline.

It seems there are schools that are not adhering to the appointment requirements of teacher counsellors, and this negatively affects the provision of guidance and counselling services to learners. In order to make sure that the right teacher counsellors are appointed in schools, the schools should strictly adhere to the appointment requirements of teacher counsellors that are in place. This would ensure that right people with the right qualifications are appointed.

The findings of the study revealed that the relationships and communication between school Heads and the school counsellors are sometimes not good and it seems to be a concern in many schools. For the guidance and counselling programme to be successfully implemented, it would need the involvement of all stakeholders in schools, especially the principal. Wright (2012) advises that two professional educational specialists most responsible for any schools' climate are the school's counsellors and the principal. Wright (2012) added that the school counsellor is generally included as a member of the leadership team of the school.

The success of guidance and counselling in the school heavily depends on the support of the principal and the school management. In managing learner indiscipline, there needs to be continuous communication with the principal, teachers and Discipline Committee (DC). It was suggested that:

- The principal and entire school management should involve the teacher counsellor in decisions concerning learner discipline;
- The DC, in particular, should work hand in hand with teacher counsellors about how best to handle learner disciplinary problems taking into consideration all the factors involved. This does not mean that teacher counsellors should be part of the DC, but to take up the learner advocacy and advisory role. It is not the teacher counsellors' role to mete out punishment but instead to help create effective behaviour change focused on positive behaviours.
- Teachers should continue to liaise with teacher counsellors and refer learners displaying problems to the teacher counsellor for counselling.

In managing learner discipline, it is always good to remember that some learners' behaviour might be a result of emotional problems or reactions to bad experiences. They may thus benefit from seeing a specialist or a counsellor who might be able to identify and help resolve the causes for the misbehaviour (UNESCO, 2001). The researcher proposed a disciplinary model which takes into consideration the many factors that cause learner indiscipline. This would require the involvement of all the stakeholders involved in the education of the learners.

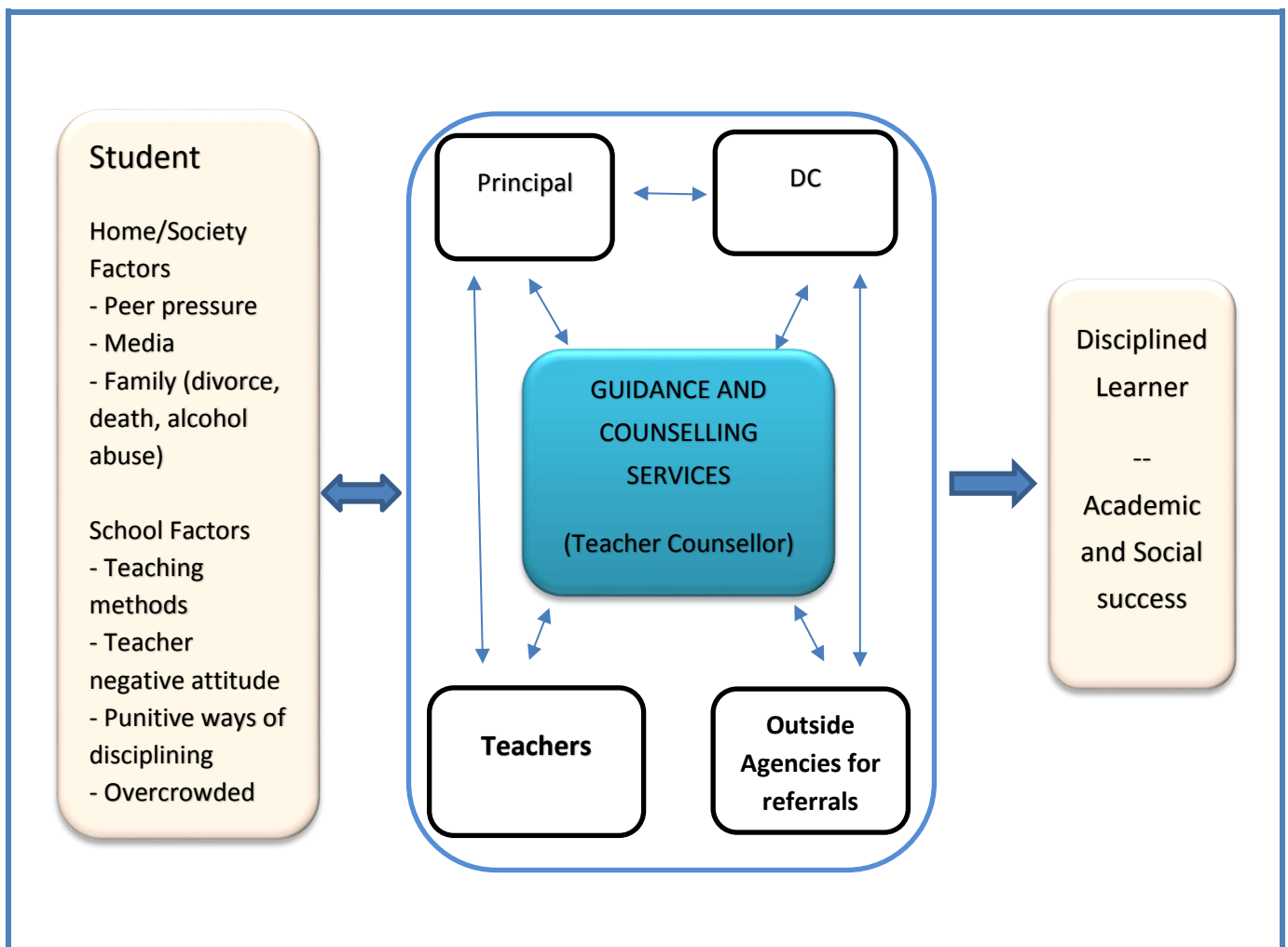


Figure 10: Researcher's proposed model for handling learners with discipline problems

Central to this model is the learner who must receive guidance and counselling services as an integral part of the education system. This includes guidance in academic/education, vocational/career and personal/social development. In

dealing with learner indiscipline, educators must take into consideration that children encounter different environments which influence their behaviour. There are factors that are found in the home, society and in the school environment that shape a child's behaviour. It is thus important that such learners are given the necessary support through guidance and counselling to manage their discipline problems. The aim is to produce disciplined learners from our schools who are academically successful and functioning well in society.

4.9 Summary

In this chapter the results of the study were presented, analysed and discussed. The first section presented the biographical information of the participants. There were more male principals than females, more female teachers than males, an almost equal number of males and females of teacher counsellors and more male learners than females who participated in the study. From the responses, it would appear that the participants' gender did not influence their responses.

Analysis of the results revealed that the participants seem to be satisfied with the guidance and counselling services in terms of providing educational/academic, vocational/career guidance and personal/social guidance. Learners however indicated that it was mostly done through the Life Skills subject and not done on an individual basis according to the learner's interests, aptitudes and skills.

Further analysis of the results shows that schools experience a wide range of disciplinary problems. Noise-making, learners' habitual failure to do homework, bullying and disrespecting teachers were the most common indiscipline acts listed by participants. Participants further indicated that there are a number of factors that contributed to learner indiscipline. The study revealed that factors such as peer pressure, absent parents, family breakdown, teacher absenteeism and punitive methods contribute immensely to learner indiscipline. Principals, teachers and teacher counsellors all play a role in maintaining discipline at school. The results, however, show that teacher counsellors were often not involved in dealing with indiscipline as both teachers and principals fail to refer misbehaving learners

for counselling. The results further show that despite the principals' and teachers' reluctance to refer learners with discipline problems for counselling, the participants were positive towards the use of guidance and counselling in promoting learner discipline.

The next chapter presents the main findings of the study, conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was set out to assess the role of guidance and counselling in promoting learner discipline in secondary schools in the Oshikoto region of Namibia. This final chapter presents the summary of the study, draws conclusions based on the findings of the study and makes recommendations. The first section provides highlights of the main ideas from each of the four preceding chapters, up to the findings of the study. The second section makes conclusions in light of the major findings of the study, taking into consideration the theories which informed the study. This chapter also presents the conclusion and makes recommendations based on the findings of the study. The chapter further presents the contribution of the study to new knowledge and finally, it makes suggestions for future research.

5.2 Summary of the study

Chapter 1 introduced and discussed the background of the study, stated both the research questions and the objectives of the study to guide the study. Next, the statement of the problem was highlighted in order to see what triggered the study. The chapter also highlighted the significance of this study. Schools are faced with many discipline problems, most of which negatively affect the teaching and learning process. The Education Management Information System (EMIS) of 2012 reported that the survival rate of learners from grade 1 to grade 12 was low. It was also reported that a significant number of learners leave school because of indiscipline. It was noted that a study of this nature was important as it would assist schools in managing learner indiscipline through guidance and counselling. As a strategy for managing learner behaviour, guidance and counselling prepares learners for the challenges of the future by supporting their academic, career and

personal and social development (Mwamwenda, 2006). Learners with discipline problems will thus be guided in behaving better and hopefully complete their education and become responsible adults in society.

Chapter 2 presented the reviewed literature related to the topic under study. Specifically, the chapter focused on the theoretical framework, the conceptual framework and empirical studies. Under the theoretical framework, the two theories that informed the study were presented. These were the assertive discipline theory and the ecological systems theory. The assertive discipline theory provided a holistic perspective on the need for rules, consequences, limits and boundaries that children need to function in a school environment. The ecological systems theory is relevant to the current study as it enabled the researcher to understand how each layer of the nested system has an influence on the other layers, all of which could shape learners' behaviour.

Chapter 2 also gave an overview of the conceptual framework. The key concepts that are used in the study were discussed. It begun with an in-depth exploration of the concept of guidance and counselling in schools and how it is needed in schools and the provision thereof. Guidance and counselling is needed in schools for the development of academic/educational, vocational/career and personal/social skills of learners. Literature indicated that learner indiscipline was rife and that schools experience serious disciplinary problems such as defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft, not listening to teachers, not doing homework, absenteeism/bunking, noise-making and leaving school without permission as common disciplinary problems experienced in schools (Rosen, 1997; Chaplain, 2003; Edwards, 2008; Sun & Shek, 2011; Vergnani et al., 2012). The literature reviewed also showed that that factors emanating from the home and the society as well as those emanating from the school can cause learner indiscipline. Furthermore, literature findings revealed that principals, teachers and teacher counsellors have major roles to play in maintaining learner discipline through guidance and counselling.

Empirical studies conducted in various countries were examined. Most of the studies revealed that schools experience a wide range of disciplinary problems. It was also seen that there are many factors contributing to learner indiscipline. It also came out that many researchers support the use of guidance and counselling in promoting learner discipline. Furthermore, the studies revealed that there are many factors that negatively affect the provision of guidance and counselling in schools. It is clear, based on the amount of research done that learner discipline is a concern, however, all the literature reviewed involved the general learner population. The current study examined learner indiscipline focused on learners with discipline problems.

Overall, literature shows that the use of guidance and counselling in promoting learner discipline is feasible. The problem lies with the implementation of guidance and counselling programmes in many schools.

In chapter 3, the methodology of the study was discussed. The current study is situated in the pragmatic paradigm. Creswell and Clark (2011) describe the pragmatism paradigm as typically associated with mixed methods research and that it focuses on the consequences of research, on the primary importance of the question asked rather than on the methods and on the use of multiple methods of data collection to inform the problems under study. The use of mixed methods in this study gave way for qualitative data to provide a detailed understanding of the problem, while the quantitative data provided a more general understanding of the problem (Creswell & Clark, 2011). The survey design which utilized the mixed methods design was used in this study. The instruments for data collection were questionnaires for principals, teachers, teacher counsellors and learners, as well as one-on-one interviews with learners.

The results of the study were presented and analysed /discussed in chapter 4. Data from the questionnaires were presented in tables or graphs, followed shortly by an analysis and discussion of the results. The data collected through interviews were integrated into the discussion to substantiate/buttreass and/ or refute the findings. As mentioned in chapter 4, discussing the results immediately after the

presentation to avoid the repetition of information that so often happens when data presentation and analysis was done separately.

The study established that generally, participants were satisfied with the provision of the educational/academic guidance to learners. Participants indicated that guidance and counselling services aimed at equipping learners with study skills such as time-management, listening techniques and examination skills and strategies were often provided. The results revealed that this was done through the Life Skills subject.

The results further revealed that participants were not satisfied with the guidance and counselling services in terms of supporting learners with learning difficulties. There was very little learning support given to learners experiencing learning difficulties despite the Learning Support Programme which was introduced in schools by the Ministry of Education. As per policy, the Life Skills teachers/ teacher counsellors are the co-ordinators of the programme (Ministry of Education, 2012). Despite this, the findings of the study showed that there is very minimal learning support given to learners with learning difficulties.

The results of the study also revealed that provision of vocational and career guidance was mainly done through the Life Skills subjects. It was never done with individual learners taking into consideration their interests, abilities and aptitudes. The results also show that the regional career fair for learners provided adequate information about careers, further education and employment. It was, however, only attended by a small number of learners from each school. Furthermore, the learners were not satisfied with how the selection of those who attend the career fair was made, and suggested that the selection should include learners of mixed abilities.

The findings of the study show that the participants were not satisfied with the provision of guidance and counselling geared towards the development of learners' social/personal skills. There were, however, more learners compared to other groups of participants who felt that this was not the case. Guess and Allen

(2000) noted that when implemented accordingly, guidance and counselling should help young people to develop a positive self-image and a sense of identity, as well as establish a set of beliefs and a value system that will guide their behaviour and actions.

The results also show that the majority of the participants from both groups were not satisfied with the provision of guidance and counselling services aimed at assisting learners in forming and maintaining social relationships. A large part of the guidance and counselling programme should be geared towards enhancing learners' abilities to form and maintain social relationships. This is important in learners learning how to interact with different people every day and in them behaving appropriately. The results show that the guidance and counselling programme did not often cater for that. Although it forms part of the Life Skills curriculum, the learners indicated that it was not enough.

The findings of the study revealed that schools experienced a wide range of disciplinary problems that include: noise-making, habitual failure to do homework, bullying, disrespecting teachers, the use of bad language (swearing) and truancy. The findings further show that learners considered bullying as the second most prevalent discipline problem in the schools, second to noise-making. This is because learners are in a better position to see or even experience the bullying as it occurs amongst themselves and often goes unreported. The findings of the study also revealed that learners bringing weapons to school, cheating in exams and drug use were the least discipline problems experienced in schools.

The study found that the causes of learner indiscipline are as diverse as the learners themselves. The results revealed that participants considered unsuitable teaching methods as contributing to learner indiscipline. The study also found that teachers' negative attitudes towards learners is a contributing factor to learners' indiscipline. Teacher absenteeism, rules that are not enforced fairly and consistently, unconducive school environment and overcrowded classrooms were also found to cause learner indiscipline. These are all factors emanating from the school. The study also found that learner indiscipline can also be caused by factors

emanating from the home/society. Factors like peer pressure, electronic media such as television and cell phones, parents who abuse alcohol, family breakdowns such as divorce, lack of parental guidance and parental concern and absent parents were found to be contributing factors to learner indiscipline.

The study findings revealed that the role of the principals in establishing school discipline was appreciated. It was also revealed that in most cases, teacher counsellors were not involved in the process of maintaining school discipline. This tended to undermine the role of guidance and counselling in promoting school discipline and that they rarely referred learners to the teacher counsellors.

The findings of the study further revealed that teachers were actively involved in maintaining learner discipline. It was also found that this was mostly done in the teachers' own classrooms and rarely extended to the whole school. Many teachers thus see the principal and other management members and those in the disciplinary committee as responsible for keeping discipline in the school. Furthermore, the results of the study show that teachers rarely referred learners with discipline problems to the teacher counsellor.

The findings of the study indicated that teacher counsellors take an active role in the psychological and emotional wellbeing of the learners. The study further established that the majority of the participants are in agreement that teacher counsellors create liaison between teachers and learners when necessary. The nature of a counsellor's job dictates that they create links between learners and teachers when needed. Sometimes teacher counsellors are required to act as mediators when conflicts arise between learners and teachers.

The findings of the study indicated that the participants were positive towards the use of guidance and counselling in promoting learner discipline. The majority of the participants agreed that the use of guidance and counselling contribute to the development of well-disciplined learners. Similarly, the participants agreed that the absence of guidance and counselling in schools leads to learner indiscipline. There is plenty of evidence that guidance and counselling, indeed, contributed to improved learner behaviour.

The findings of the study further revealed that the participants viewed the use of guidance and counselling in reducing personal problems among learners positively. The participants also agreed that the use of guidance and counselling helps in reducing problems between teachers and learners. The results of the study further revealed that despite the participants' belief in the use of guidance and counselling in maintaining discipline in the secondary schools, it was rarely used. Instead many schools relied on the use of various methods in an attempt to keep order in schools.

The results of the study show that calling parents to school after learners have misbehaved is the most used form of disciplining learners. The results however indicated that learners did not always bring their parents/guardians. They indicated that they sometimes brought siblings, friends of anyone they could find and convince to stand in for them. The results of the study also show that manual labour methods such as cleaning the classroom and weeding are very popular methods. Furthermore, it came to light that suspending learners from school as a form of managing indiscipline among learners was very commonly used. This is also one of the commonly used methods as almost all the interviewed learners were at one point suspended from school or from the hostel. The findings also show that other disciplinary methods commonly used are: chasing misbehaving learners out of the classrooms, detention and corporal punishment.

The findings of the study revealed that the majority of the principals and teachers believed that the methods discussed above were effective in maintaining learner discipline. Meanwhile, the teacher counsellors and learners were against the use of such disciplining methods. The findings of the study further revealed that principals and teachers rarely referred learners experiencing discipline problems to the teacher counsellors for guidance and counselling. This is an indication that learners with discipline problems were seldom or were never referred for counselling. This study confirmed that despite the many benefits that guidance and counselling has on learner discipline, schools were not making use of the guidance and counselling services in maintaining discipline.

The study suggested the following strategies in order to strengthen the use of guidance and counselling in promoting learner discipline:

- Professional training for teacher counsellors/Life Skills teachers in guidance and counselling;
- Sensitisation of school managers about the roles and responsibilities of teacher counsellors/Life Skills teachers. This should include clarifying the role played by teacher counsellors in learner discipline;
- Strong leadership from the principal;
- Strong relationship and communication among school personnel concerning learner discipline; and
- Strengthen the referral system from teachers to teacher counsellors and from teacher counsellors to outside agencies.

5.3 Conclusions

The study assessed the role of guidance and counselling in promoting learner discipline in secondary schools in Oshikoto region of Namibia. The main purpose of education is to empower learners with an education to enable them to build successful independent lives. However, learner discipline continues to be at the forefront of concerns for educators and parents in many countries including Namibia. Discipline in schools is synonymous with achievement, something which educators and learners alike are striving to achieve.

Observations were made that schools experienced a wide range of disciplinary problems. It was further revealed that learners are affected by issues emanating from the environment; school or society which may contribute to their behaviour. The study further revealed that the principals and teachers have different views from those of the teacher counsellors and learners regarding the use of the exclusionary and punitive methods of dealing with learner indiscipline were ineffective. The principals and teachers believe that such methods are effective, while teacher counsellors and learners were against the use of such methods. In addition, principals, teachers and teacher counsellors all play a major role in

keeping discipline in schools through guidance and counselling. Based on this, there is therefore a need to strengthen guidance and counselling in promoting learner discipline in secondary schools.

The aim of the present study was to assess the role of guidance and counselling in promoting learner discipline in secondary schools. The study focused on learners experiencing discipline problems. The ecological systems theory was deemed appropriate as it looks at the influence that different environments have on a developing child, in this case, learners. It is thus unfortunate that the results of the present study indicate that the ecological systems theory was not fully utilised in dealing with learner indiscipline. The study revealed that most of the disciplinary methods used in maintaining discipline are rather reactionary as opposed to being preventative. Many efforts made to maintain discipline in schools are not considerate of the many factors that contribute to learners' disciplinary problems. The study thus calls for the use of guidance and counselling in promoting learner discipline.

The findings of the study indicate the need for educators to create classroom climate in which needs are met, behaviour is managed humanely, and learning occurs as intended. This climate can be accomplished by attending closely to learners' needs, formalising effective class rules of behaviour, teaching learners how to behave properly, regularly giving learners positive attention, talking helpfully with learners who misbehave, and establishing a sense of mutual trust and respect. The use of punishment should be minimised, and the focus should be on positive classroom discipline such as establishing the structure and climate for success, effectively teaching appropriate behavioural expectations and acceptable ways of getting learners' needs met and motivating them to cooperate through the abundance of positive reinforcements available in the classroom (Rief, 2005). These are things that a school guidance and counselling programme strives to achieve if implemented accordingly.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

- Teacher training institutions should introduce guidance and counselling/Life Skills as a major subject. This recommendation was made in light of the findings that most teacher counsellors/Life Skills teachers have received their only training in guidance and counselling/Life Skills through the one-week workshops conducted by Regional School Counsellors. Although these workshops are useful and provide the teacher counsellors with basic guidance and counselling skills, more training is needed. The study also recommends that the Ministry of Education together with the teacher-training institutions should develop accredited short courses for the teacher counsellors who are already in service to enhance their guidance and counselling skills.
- The study recommends that the Life Skills subject should be made a promotional subject. This recommendation is made in light of the study findings that some components of the guidance and counselling programme are not adequately provided for. The Life skills curriculum is adequate in addressing the educational/academic, vocational/career and personal/career needs of the learners. The problem lies with the implementation. The findings of the study show that not all the components of the guidance and counselling are adequately given to the learners. The provision of personal/social guidance was found to be lacking and this is the area which is directly linked to the behaviour of learners. It is hoped that if the subject is promotional, learners and teachers alike will take it seriously.
- The study also recommends that the number of periods per week allocated to the subject Life Skills should be increased to at least two per week. Currently, the subject is only having one period per week. Increasing the

number of teaching time to the subject will allow teachers to dedicate enough time to all the topics and to be able to cover all the domains of guidance and counselling, i.e. educational/academic, vocational/career and personal/social.

- The study also recommends that school management and teachers should be sensitised to the roles and responsibilities of Life Skills teachers. It seems many school managers are not clear about the roles and responsibilities of Life Skills teachers, despite the policy in place. School managers thus need to be educated about the roles and responsibilities of Life Skills teachers and how they can best support the Life Skills teachers. This should include clearing up the role of teacher counsellors in managing learner indiscipline in schools.
- The success of the guidance and counselling in school heavily depends on the support of the principal, the school management and teachers. It would require a strong leadership by the principal and the school management, as well as the involvement of teachers. The principal should show interest in the programme by frequently asking for updates and by monitoring and supporting the teacher counsellor. Equally, the teachers need to be involved in the guidance and counselling by referring learners with problems to the teacher counsellor. This study thus recommends that all school personnel should be involved in the guidance and counselling programme.
- The use of guidance and counselling in promoting learner discipline calls for strong relationships and communication between all the parties involved with learners. Principals, teachers and teacher counsellors need to constantly work together and communicate about the disciplinary issues of learners. Disciplinary Committees, in particular, should work hand in hand with teacher counsellors on how best to handle learner disciplinary problems taking into consideration all the factors involved. The study, thus,

recommends that teacher counsellors should be involved in handling learner indiscipline.

- The last recommendation is that the use of zero-tolerance and exclusionary methods of dealing with learner indiscipline should be minimised and schools focus on the use of positive discipline practices.

5.5 Contribution to knowledge

The present study assessed the role of guidance and counselling in promoting learner discipline in secondary schools. Despite the fact that learner indiscipline is rife in secondary schools and that the commonly used methods of zero-tolerance and exclusionary are ineffective, no study of this nature has been carried out in Namibia. The current study, thus, extends the breadth and depth of knowledge and understanding of the role of guidance and counselling in promoting learner discipline in secondary schools in Namibia.

5.6 Suggestions for further research

- This study was carried out in one region of Namibia. The researcher suggests that a similar study should be carried out in a number of regions in Namibia.
- Secondly, the study was carried out in secondary schools. It would be interesting if a similar study can be carried out in primary schools to allow for comparisons to be made.
- The study also recommends that a study should be carried out among post grade 12 learners to determine how the provision of guidance and counselling or lack thereof, affected their educational outcome.

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APPENDICES

Appendix A: Ethical Clearance



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MUS031SMBO01

Project title: **Assessment of the role of guidance and counselling in promoting student discipline in secondary schools in Oshikoto region of Namibia: A case study of students with discipline problems**

Nature of Project: PhD

Principal Researcher: Emilia Mbongo

Supervisor: Prof TD Mushoriwa

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document

- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


 Professor Gideon de Wet
 Dean of Research

20 May 2015

Appendix B: Questionnaire for principals

AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH DISCIPLINE PROBLEMS

QUESTIONNAIRE FOR PRINCIPALS

Dear sir/madam,

Thank you for your interest and participation in this important research project. The aim of the research is to assess the role of guidance and counselling in promoting LEARNER discipline in secondary schools in Oshikoto Region. The information is being collected as part of a doctoral study degree of the University of Fort Hare in South Africa. It is hoped that the study will help improve learner discipline as well as the provision of guidance and counselling services in Namibian schools.

INSTRUCTIONS

- Please do not write your name or the name of your school on the questionnaire. This is to ensure anonymity.
- Your responses will be used for research purposes only and the information provided will be treated with confidentiality.
- Please answer the questions as frankly as possible and please do not discuss the questionnaire with others while completing them. Your individual opinion will be highly valued and appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Please mark in the appropriate box with an (x).

1. Indicate whether you are

Male	1
Female	2

2. Age

20 – 25 years	1
26 – 30 years	2

31 – 39 years	3
40 – 49 years	4
Over 50 years	5

3. Highest level of education

Master degree	1
Bachelor degree in Education	2
Diploma in Education	3
Others: please specify.....	4

4. Teaching experience

1 - 5 years	1
6 – 10 years	2
11 – 15 years	3
More than 15 years	4

5. How long have you been a Principal?

Less than 1 year	1
1 – 5years	2
6 – 10 years	3
11 – 15 years	4
More than 15 years	5

6. Type of school

Combined School (Grade 1 – 10)	1
Junior Secondary School (Grade 8 – 10)	2
Senior Secondary School (Grade 8 – 12)	3

SECTION B: GUIDANCE AND COUNSELLING SERVICES

1. How often does your school provide the following guidance and counselling services to learners?

	Often	Not Often	Never	Not sure
Educational/ Academic guidance				
1. Enhance learners' study skills such as: time management, listening techniques, examination skills and strategies.	1	2	3	4
2. Provide learning support to learners experiencing learning problems.	1	2	3	4
3. Assist learners in acquiring attitudes, knowledge and skills needed for effective learning.	1	2	3	4
Vocational/Career guidance				
1. Guide learners in choosing subjects and fields of study (career options)	1	2	3	4
2. Equip learners with strategies to achieve future career goals	1	2	3	4
3. Give information about further education	1	2	3	4
4. Help learners to understand the link between education and the world of work	1	2	3	4
Personal/Social Skills				
1. Help learners to develop a positive self-image and a sense of identity.	1	2	3	4
2. Enhance learners' ability to make informed choices	1	2	3	4
3. Help learners establish a set of beliefs and a value system that will guide their behaviour and actions	1	2	3	4
4. Enhance learners' ability to form and maintain social relationships	1	2	3	4
5. Assist learners in becoming responsible citizens	1	2	3	4

2. What suggestions can you give to improve the provision of guidance and counselling services in your school?

SECTION C: TYPES OF DISCIPLINE PROBLEMS PREVALENT IN SECONDARY SCHOOLS

1. How would you rate learner discipline in your school?

Excellent	1
Good	2
Poor	3

2. Indicate the frequency to which the following disciplinary problems occur at your school.

Disciplinary problem	Often	Not Often	Never
Physical fighting	1	2	3
Bullying	1	2	3
Destruction of school property (bullying)	1	2	3
Swearing	1	2	3
Dress code violations	1	2	3
Noise making	1	2	3
Sneaking out of school	1	2	3
Cheating in exams	1	2	3
Disrespecting teachers	1	2	3
Habitual failure to do homework	1	2	3
Sleeping in class	1	2	3
Cellphone in class	1	2	3
Stealing	1	2	3
Truancy (staying away from school without permission)	1	2	3
Drug use	1	2	3
Dodging classes	1	2	3
Defying authority	1	2	3
Gangs	1	2	3
Weapons to school	1	2	3

3. What do you consider to be the most common form of indiscipline problem at your school?

SECTION D: FACTORS CONTRIBUTING TO LEARNER DISCIPLINE PROBLEMS

1. Please indicate your agreement with each of the following statements about the causes of learner problems with an x.

School environment	Agree	Uncertain	Disagree
Unsuitable teaching methods	1	2	3
Teacher negative attitude towards learners	1	2	3
Teacher absenteeism	1	2	3
Rules that are not enforced fairly and consistently	1	2	3
The use of punitive ways in resolving discipline problems	1	2	3
The use of procedures that promote misbehaviour	1	2	3
Harsh school rules	1	2	3
Unconducive school environment	1	2	3
Overcrowded classroom	1	2	3
Society/home factors			
Peer pressure	1	2	3
Electronic media such as TV and cellphones	1	2	3
Alcohol abuse by parents	1	2	3
Family breakdown such as divorce	1	2	3
Lack of parental guidance	1	2	3
Absent parents/guardians	1	2	3

2. What else do you consider as a major cause of learner indiscipline at your school?

SECTION E: THE ROLE OF PRINCIPALS, TEACHERS AND TEACHER COUNSELLORS IN MANAGING LEARNER DISCIPLINE

1. How often are each of the following people involved in managing learner discipline at your school?

	Very often	Often	Not often	Never
Principal				
Teachers				
Teacher counsellor/ Life Skills teacher				

2. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches the situation at your school with an **x**.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The principal plays an important role in establishing school discipline through effective administration.	1	2	3	4	5
2. The principal often involves the teacher counsellor in handling disciplinary cases	1	2	3	4	5
3. Teachers have taken an active role in maintaining learner discipline at the school.	1	2	3	4	5
4. Teachers refer misbehaving learners to the teacher counsellor	1	2	3	4	5
5. The teacher counsellor takes an active role in the emotional wellbeing of learners.	1	2	3	4	5
6. The teacher counsellor establishes liaison between teacher and learners with discipline problems	1	2	3	4	5
7. The teacher counsellor assists the school management in dealing with severe cases of misconduct by learners	1	2	3	4	5

3. Please suggest ways on how principals, teachers and teacher counsellors can contribute more to improving learner discipline at your school.

SECTION F: THE USE OF GUIDANCE AND COUNSELLING IN DEALING WITH -LEARNER DISCIPLINE PROBLEMS

1. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches your view with an x.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Guidance and counselling improve learner discipline	1	2	3	4	5
The absence of guidance and counselling in schools lead to learner indiscipline	1	2	3	4	5
Guidance and counselling minimise personal problems among learners	1	2	3	4	5
Guidance and counselling minimise problems between teachers and learners	1	2	3	4	5

2. Listed below are some of the forms of punishment given to learners when they misbehave. Which of the following are used in your school? You may tick more than one box.

Weeding	1
Cleaning the class	2
Corporal punishment (beating)	3
Suspension	4
Detention (kept at school after classes)	5
Calling parents/guardians to school	6
Chasing a learner out of class	7
Expulsion from school	8
Fine (payment)	9
Other (specify).....	10

3. (a) Do you think these forms of punishment lead to learners behaving better?

Yes	1
No	2

- (b) Give a reason your answer in 3(a)

4. (a) Have you ever referred a student with discipline problems for counselling?

Yes	1
No	2

- (b) What offence did the student/s commit in order to be referred for counselling?

5. How would you rate guidance and counselling in managing and promoting student discipline?

Poor	1
Good	2
Excellent	3

6. How can your school strengthen the use of guidance and counselling in managing and promoting student discipline?

The End!

Thank you for completing the questionnaire!!

Appendix C: Questionnaire for teachers

AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH DISCIPLINE PROBLEMS

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

Thank you for your interest and participation in this important research project. The aim of the research is to assess the role of guidance and counselling in promoting LEARNER discipline in secondary schools in Oshikoto Region. The information is being collected as part of a doctoral study degree of the University of Fort Hare in South Africa. It is hoped that the study will help improve learner discipline as well as the provision of guidance and counselling services in Namibian schools.

INSTRUCTIONS

- Please do not write your name or the name of your school on the questionnaire. This is to ensure anonymity.
- Your responses will be used for research purposes only and the information provided will be treated with confidentiality.
- Please answer the questions as frankly as possible and please do not discuss the questionnaire with others while completing them. Your individual opinion will be highly valued and appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Please mark in the appropriate box with an (x).

1. Indicate whether you are

Male	1
Female	2

2. Age

20 – 25 years	1
26 – 30 years	2
31 – 39 years	3
40 – 49 years	4
Over 50 years	5

3. Highest level of education

Master degree	1
Bachelor degree in Education	2
Diploma in Education	3
Others: please specify.....	4

4. Teaching experience

1 - 5 years	1
6 – 10 years	2
11 – 15 years	3
More than 15 years	4

5. Type of school

Combined School (Grade 1 – 10)	1
Junior Secondary School (Grade 8 – 10)	2
Senior Secondary School (Grade 8 – 12)	3

SECTION B: GUIDANCE AND COUNSELLING SERVICES

1. How often does your school provide the following guidance and counselling services to learners?

	Often	Not Often	Never	Not sure
Educational/ Academic guidance				
4. Enhance learners' study skills such as: time management, listening techniques, examination skills and strategies.	1	2	3	4
5. Provide learning support to learners experiencing learning problems.	1	2	3	4
6. Assist learners in acquiring attitudes, knowledge and skills needed for effective learning.	1	2	3	4
Vocational/Career guidance				
5. Guide learners in choosing subjects and fields of study (career options)	1	2	3	4
6. Equip learners with strategies to achieve future career goals	1	2	3	4
7. Give information about further education	1	2	3	4
8. Help learners to understand the link between education and the world of work	1	2	3	4
Personal/Social Skills				
6. Help learners to develop a positive self-image and a sense of identity.	1	2	3	4
7. Enhance learners' ability to make informed choices	1	2	3	4
8. Help learners establish a set of beliefs and a value system that will guide their behaviour and actions	1	2	3	4
9. Enhance learners' ability to form and maintain social relationships	1	2	3	4
10. Assist learners in becoming responsible citizens	1	2	3	4

2. What suggestions can you give to improve the provision of guidance and counselling services in your school?

SECTION C: TYPES OF DISCIPLINE PROBLEMS PREVALENT IN SECONDARY SCHOOLS

1. How would you rate learner discipline in your school?

Excellent	1
Good	2
Poor	3

2. Indicate the frequency to which the following disciplinary problems occur at your school.

Disciplinary problem	Often	Not Often	Never
Physical fighting	1	2	3
Bullying	1	2	3
Destruction of school property (bullying)	1	2	3
Swearing	1	2	3
Dress code violations	1	2	3
Noise making	1	2	3
Sneaking out of school	1	2	3
Cheating in exams	1	2	3
Disrespecting teachers	1	2	3
Habitual failure to do homework	1	2	3
Sleeping in class	1	2	3
Cellphone in class	1	2	3
Stealing	1	2	3
Truancy (staying away from school without permission)	1	2	3
Drug use	1	2	3
Dodging classes	1	2	3
Defying authority	1	2	3
Gangs	1	2	3
Weapons to school	1	2	3

3. What do you consider to be the most common form of indiscipline problem at your school?

SECTION D: FACTORS CONTRIBUTING TO LEARNER DISCIPLINE PROBLEMS

1. Please indicate your agreement with each of the following statements about the causes of learner problems with an x.

School environment	Agree	Uncertain	Disagree
Unsuitable teaching methods	1	2	3
Teacher negative attitude towards learners	1	2	3
Teacher absenteeism	1	2	3
Rules that are not enforced fairly and consistently	1	2	3
The use of punitive ways in resolving discipline problems	1	2	3
The use of procedures that promote misbehaviour	1	2	3
Harsh school rules	1	2	3
Unconducive school environment	1	2	3
Overcrowded classroom	1	2	3
Society/home factors			
Peer pressure	1	2	3
Electronic media such as TV and cellphones	1	2	3
Alcohol abuse by parents	1	2	3
Family breakdown such as divorce	1	2	3
Lack of parental guidance	1	2	3
Absent parents/guardians	1	2	3

3. What else do you consider as a major cause of learner indiscipline at your school?

SECTION E: THE ROLE OF PRINCIPALS, TEACHERS AND TEACHER COUNSELLORS IN MANAGING LEARNER DISCIPLINE

1. How often are each of the following people involved in managing learner discipline at your school?

	Very often	Often	Not often	Never
Principal				
Teachers				
Teacher counsellor/ Life Skills teacher				

2. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches the situation at your school with an **x**.

	Strongly agree	Agree	uncertain	disagree	Strongly Disagree
8. The principal plays an important role in establishing school discipline through effective administration.	1	2	3	4	5
9. The principal often involves the teacher counsellor in handling disciplinary cases	1	2	3	4	5
10. Teachers have taken an active role in maintaining learner discipline at the school.	1	2	3	4	5
11. Teachers refer misbehaving learners to the teacher counsellor	1	2	3	4	5
12. The teacher counsellor takes an active role in the emotional wellbeing of learners.	1	2	3	4	5
13. The teacher counsellor establishes liaison between teacher and learners with discipline problems	1	2	3	4	5
14. The teacher counsellor assists the school management in dealing with severe cases of misconduct by learners	1	2	3	4	5

3. Please suggest ways on how principals, teachers and teacher counsellors can contribute more to improving learner discipline at your school.

SECTION F: THE USE OF GUIDANCE AND COUNSELLING IN DEALING WITH -LEARNER DISCIPLINE PROBLEMS

1. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches your view with an **x**.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Guidance and counselling improve learner discipline	1	2	3	4	5
The absence of guidance and counselling in schools lead to learner indiscipline	1	2	3	4	5
Guidance and counselling minimise personal problems among learners	1	2	3	4	5
Guidance and counselling minimise problems between teachers and learners	1	2	3	4	5

2. Listed below are some of the forms of punishment given to learners when they misbehave. Which of the following are used in your school? You may tick more than one box.

Weeding	1
Cleaning the class	2
Corporal punishment (beating)	3
Suspension	4
Detention (kept at school after classes)	5
Calling parents/guardians to school	6
Chasing a learner out of class	7
Expulsion from school	8
Fine (payment)	9
Other (specify).....	10

3. (a) Do you think these forms of punishment lead to learners behaving better?

Yes	1
No	2

- (b) Give a reason your answer in 3(a)

4. (a) Were you ever referred to the teacher counsellor for discipline problems?

Yes	1
No	2

- (b) What offence did you commit in order to be referred for counselling?

5. How would you rate guidance and counselling in managing and promoting learner discipline in schools?

Excellent	1
Good	2
Poor	3

The End!

Thank you for completing the questionnaire!!

Appendix D: Questionnaire for teacher counsellors

AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH DISCIPLINE PROBLEMS

TEACHER COUNSELLORS' QUESTIONNAIRE

Dear teacher counsellor,

Thank you for your interest and participation in this important research project. The aim of the research is to assess the role of guidance and counselling in promoting LEARNER discipline in secondary schools in Oshikoto Region. The information is being collected as part of a doctoral study degree of the University of Fort Hare in South Africa. It is hoped that the study will help improve learner discipline as well as the provision of guidance and counselling services in Namibian schools.

INSTRUCTIONS

- Please do not write your name or the name of your school on the questionnaire. This is to ensure anonymity.
- Your responses will be used for research purposes only and the information provided will be treated with confidentiality.
- Please answer the questions as frankly as possible and please do not discuss the questionnaire with others while completing them. Your individual opinion will be highly valued and appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Please mark in the appropriate box with an (x).

1. Indicate whether you are

Male	1
Female	2

2. Age

20 – 25 years	1
26 – 30 years	2
31 – 39 years	3
40 – 49 years	4
Over 50 years	5

3. Highest level of education

Master degree	1
Bachelor degree in Education	2
Diploma in Education	3
Others: please specify.....	4

4. Teaching experience

1 - 5 years	1
6 – 10 years	2
11 – 15 years	3
More than 15 years	4

5. How long have you been a teacher counsellor?

Less than 1 year	1
1 – 5years	2
6 – 10 years	3
11 – 15 years	4
More than 15 years	5

6. Are you trained as a Teacher Counsellor? If yes, what was the mode of training?

In-service training (i.e. workshops)	1
Pre-service (part of tertiary qualification)	2
Not trained as a teacher counsellor	3

7. Type of school

Combined School (Grade 1 – 10)	1
Junior Secondary School (Grade 8 – 10)	2
Senior Secondary School (Grade 8 – 12)	3

SECTION B: GUIDANCE AND COUNSELLING SERVICES

1. How often does your school provide the following guidance and counselling services to learners?

	Often	Not Often	Never	Not sure
Educational/ Academic guidance				
1. Enhance learners' study skills such as: time management, listening techniques, examination skills and strategies.	1	2	3	4
2. Provide learning support to learners experiencing learning problems.	1	2	3	4
3. Assist learners in acquiring attitudes, knowledge and skills needed for effective learning.	1	2	3	4
Vocational/Career guidance				
4. Guide learners in choosing subjects and fields of study (career options)	1	2	3	4
5. Equip learners with strategies to achieve future career goals	1	2	3	4
6. Give information about further education	1	2	3	4
7. Help learners to understand the link between education and the world of work	1	2	3	4
Personal/Social Skills				
8. Help learners to develop a positive self-image and a sense of identity.	1	2	3	4
8. Enhance learners' ability to make informed choices	1	2	3	4
9. Help learners establish a set of beliefs and a value system that will guide their behaviour and actions	1	2	3	4
10. Enhance learners' ability to form and maintain social relationships	1	2	3	4
11. Assist learners in becoming responsible citizens	1	2	3	4

2. What suggestions can you give to improve the provision of guidance and counselling services in your school?

SECTION C: TYPES OF DISCIPLINE PROBLEMS PREVALENT IN SECONDARY SCHOOLS

1. How would you rate learner discipline in your school?

Excellent	1
Good	2
Poor	3

2. Indicate the frequency to which the following disciplinary problems occur at your school.

Disciplinary problem	Often	Not Often	Never
Physical fighting	1	2	3
Bullying	1	2	3
Destruction of school property (bullying)	1	2	3
Swearing	1	2	3
Dress code violations	1	2	3
Noise making	1	2	3
Sneaking out of school	1	2	3
Cheating in exams	1	2	3
Disrespecting teachers	1	2	3
Habitual failure to do homework	1	2	3
Sleeping in class	1	2	3
Cellphone in class	1	2	3
Stealing	1	2	3
Truancy (staying away from school without permission)	1	2	3
Drug use	1	2	3
Dodging classes	1	2	3
Defying authority	1	2	3
Gangs	1	2	3
Weapons to school	1	2	3

3. What do you consider to be the most common form of indiscipline problem at your school?

SECTION D: FACTORS CONTRIBUTING TO LEARNER DISCIPLINE PROBLEMS

1. Please indicate your agreement with each of the following statements about the causes of learner problems with an x.

School environment	Agree	Uncertain	Disagree
Unsuitable teaching methods	1	2	3
Teacher negative attitude towards learners	1	2	3
Teacher absenteeism	1	2	3
Rules that are not enforced fairly and consistently	1	2	3
The use of punitive ways in resolving discipline problems	1	2	3
The use of procedures that promote misbehaviour	1	2	3
Harsh school rules	1	2	3
Unconducive school environment	1	2	3
Overcrowded classroom	1	2	3
Society/home factors			
Peer pressure	1	2	3
Electronic media such as TV and cellphones	1	2	3
Alcohol abuse by parents	1	2	3
Family breakdown such as divorce	1	2	3
Lack of parental guidance	1	2	3
Absent parents/guardians	1	2	3

2. What else do you consider as a major cause of learner indiscipline at your school?

SECTION E: THE ROLE OF PRINCIPALS, TEACHERS AND TEACHER COUNSELLORS IN MANAGING LEARNER DISCIPLINE

1. How often are each of the following people involved in managing learner discipline at your school?

	Very often	Often	Not often	Never
Principal				
Teachers				
Teacher counsellor/ Life Skills teacher				

2. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches the situation at your school with an **x**.

	Strongly agree	Agree	uncertain	disagree	Strongly Disagree
1. The principal plays an important role in establishing school discipline through effective administration.	1	2	3	4	5
2. The principal often involves the teacher counsellor in handling disciplinary cases	1	2	3	4	5
3. Teachers have taken an active role in maintaining learner discipline at the school.	1	2	3	4	5
4. Teachers refer misbehaving learners to the teacher counsellor	1	2	3	4	5
5. The teacher counsellor takes an active role in the emotional wellbeing of learners.	1	2	3	4	5
6. The teacher counsellor establishes liaison between teacher and learners with discipline problems	1	2	3	4	5
7. The teacher counsellor assists the school management in dealing with severe cases of misconduct by learners	1	2	3	4	5

3. Please suggest ways on how principals, teachers and teacher counsellors can contribute more to improving learner discipline at your school.

SECTION F: THE USE OF GUIDANCE AND COUNSELLING IN DEALING WITH -LEARNER DISCIPLINE PROBLEMS

1. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches your view with an x.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Guidance and counselling improve learner discipline	1	2	3	4	5
The absence of guidance and counselling in schools lead to learner indiscipline	1	2	3	4	5
Guidance and counselling minimise personal problems among learners	1	2	3	4	5
Guidance and counselling minimise problems between teachers and learners	1	2	3	4	5

2. Listed below are some of the forms of punishment given to learners when they misbehave. Which of the following are used in your school? You may tick more than one box.

Weeding	1
Cleaning the class	2
Corporal punishment (beating)	3
Suspension	4
Detention (kept at school after classes)	5
Calling parents/guardians to school	6
Chasing a learner out of class	7
Expulsion from school	8
Fine (payment)	9
Other (specify).....	10

3. (a) Do you think these forms of punishment lead to learners behaving better?

Yes	1
No	2

- (b) Give a reason your answer in 3(a)

4. (a) How often do teachers and the principal refer misbehaving students for counselling?

Very Often	Often	Rarely	Never
1	2	3	4

5. Which offence/s are mostly referred to the teacher counsellor for counselling?

6. How would you rate the use of guidance and counselling in managing and promoting student discipline?

Excellent	
Good	
Poor	

7. How can your school strengthen the use of guidance and counselling in managing and promoting student discipline?

The End!

Thank you for completing the questionnaire!

Appendix E: Questionnaire for learners

AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH DISCIPLINE PROBLEMS

LEARNERS' QUESTIONNAIRE

Dear learner,

Thank you for your interest and participation in this important research project. The aim of the research is to assess the role of guidance and counselling in promoting LEARNER discipline in secondary schools in Oshikoto Region. The information is being collected as part of a doctoral study degree of the University of Fort Hare in South Africa. It is hoped that the study will help improve learner discipline as well as the provision of guidance and counselling services in Namibian schools.

INSTRUCTIONS

- Please do not write your name or the name of your school on the questionnaire. This is to ensure anonymity.
- Your responses will be used for research purposes only and the information provided will be treated with confidentiality.
- Please answer the questions as frankly as possible and please do not discuss the questionnaire with others while completing them. Your individual opinion will be highly valued and appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Please mark in the appropriate box with an (x).

1. Indicate whether you are

Male	1
Female	2

2. Age

12 – 14 years	1
15 – 17 years	2
18 – 19 years	3
19 – 20 years	4
Over 20	5

3. Grade

Grade 8	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5

4. Type of school

Combined School (grade 1 – 10)	1
Junior Secondary School (Grade 8 – 10)	2
Senior Secondary School (Grade 8 – 12)	3

SECTION B: GUIDANCE AND COUNSELLING SERVICES

1. How often does your school provide the following guidance and counselling services to learners?

	Often	Not Often	Never	Not sure
Educational/ Academic guidance				
1. Enhance learners' study skills such as: time management, listening techniques, examination skills and strategies.	1	2	3	4
2. Provide learning support to learners experiencing learning problems.	1	2	3	4
3. Assist learners in acquiring attitudes, knowledge and skills needed for effective learning.	1	2	3	4
Vocational/Career guidance				
4. Guide learners in choosing subjects and fields of study (career options)	1	2	3	4
5. Equip learners with strategies to achieve future career goals	1	2	3	4
6. Give information about further education	1	2	3	4
7. Help learners to understand the link between education and the world of work	1	2	3	4
Personal/Social Skills				
8. Help learners to develop a positive self-image and a sense of identity.	1	2	3	4
9. Enhance learners' ability to make informed choices	1	2	3	4
10. Help learners establish a set of beliefs and a value system that will guide their behaviour and actions	1	2	3	4
11. Enhance learners' ability to form and maintain social relationships	1	2	3	4
12. Assist learners in becoming responsible citizens	1	2	3	4

2. What suggestions can you give to improve the provision of guidance and counselling services in your school?

SECTION C: TYPES OF DISCIPLINE PROBLEMS PREVALENT IN SECONDARY SCHOOLS

1. How would you rate learner discipline in your school?

Excellent	1
Good	2
Poor	3

2. Indicate the frequency to which the following disciplinary problems occur at your school.

Disciplinary problem	Often	Not Often	Never
Physical fighting	1	2	3
Bullying	1	2	3
Destruction of school property (bullying)	1	2	3
Swearing	1	2	3
Dress code violations	1	2	3
Noise making	1	2	3
Sneaking out of school	1	2	3
Cheating in exams	1	2	3
Disrespecting teachers	1	2	3
Habitual failure to do homework	1	2	3
Sleeping in class	1	2	3
Cellphone in class	1	2	3
Stealing	1	2	3
Truancy (staying away from school without permission)	1	2	3
Drug use	1	2	3
Dodging classes	1	2	3
Defying authority	1	2	3
Gangs	1	2	3
Weapons to school	1	2	3

3. What do you consider to be the most common form of indiscipline problem at your school?

SECTION D: FACTORS CONTRIBUTING TO LEARNER DISCIPLINE PROBLEMS

1. Please indicate your agreement with each of the following statements about the causes of learner problems with an **x**.

School environment	Agree	Uncertain	Disagree
Unsuitable teaching methods	1	2	3
Teacher negative attitude towards learners	1	2	3
Teacher absenteeism	1	2	3
Rules that are not enforced fairly and consistently	1	2	3
The use of punitive ways in resolving discipline problems	1	2	3
The use of procedures that promote misbehaviour	1	2	3
Harsh school rules	1	2	3
Unconducive school environment	1	2	3
Overcrowded classroom	1	2	3
Society/home factors			
Peer pressure	1	2	3
Electronic media such as TV and cellphones	1	2	3
Alcohol abuse by parents	1	2	3
Family breakdown such as divorce	1	2	3
Lack of parental guidance	1	2	3
Absent parents/guardians	1	2	3

2. What else do you consider as a major cause of learner indiscipline at your school?

SECTION F: THE ROLE OF PRINCIPALS, TEACHERS AND TEACHER COUNSELLORS IN MANAGING LEARNER DISCIPLINE

1. How often are each of the following people involved in managing learner discipline at your school?

	Very often	Often	Not often	Never
Principal				
Teachers				
Teacher counsellor/ Life Skills teacher				

2. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches the situation at your school with an x.

	Strongly agree	Agree	uncertain	disagree	Strongly Disagree
1. The principal plays an important role in establishing school discipline through effective administration.	1	2	3	4	5
2. The principal often involves the teacher counsellor in handling disciplinary cases	1	2	3	4	5
3. Teachers have taken an active role in maintaining learner discipline at the school.	1	2	3	4	5
4. Teachers refer misbehaving learners to the teacher counsellor	1	2	3	4	5
5. The teacher counsellor takes an active role in the emotional wellbeing of learners.	1	2	3	4	5
6. The teacher counsellor establishes liaison between teacher and learners with discipline problems	1	2	3	4	5
7. The teacher counsellor assists the school management in dealing with severe cases of misconduct by learners	1	2	3	4	5

3. Please suggest ways on how principals, teachers and teacher counsellors can contribute more to improving learner discipline at your school.

SECTION F: THE USE OF GUIDANCE AND COUNSELLING IN DEALING WITH -LEARNER DISCIPLINE PROBLEMS

1. Please indicate the extent of your agreement with each of the statements below by marking the box that best matches your view with an x.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Guidance and counselling improve learner discipline	1	2	3	4	5
The absence of guidance and counselling in schools lead to learner indiscipline	1	2	3	4	5
Guidance and counselling minimise personal problems among learners	1	2	3	4	5
Guidance and counselling minimise problems between teachers and learners	1	2	3	4	5

2. Listed below are some of the forms of punishment given to learners when they misbehave. Which of the following are used in your school? You may tick more than one box.

Weeding	1
Cleaning the class	2
Corporal punishment (beating)	3
Suspension	4
Detention (kept at school after classes)	5
Calling parents/guardians to school	6
Chasing a learner out of class	7
Expulsion from school	8
Fine (payment)	9
Other (specify).....	10

3. (a) Do you think these forms of punishment lead to learners behaving better?

Yes	1
No	2

(b) Give a reason your answer in 3(a)

4. (a) Were you ever referred to the teacher counsellor for discipline problems?

Yes	1
No	2

- (b) What offence did you commit in order to be referred for counselling?

5. How would you rate guidance and counselling in managing and promoting learner discipline in schools?

Excellent	1
Good	2
Poor	3

The End!

Thank you for completing the questionnaire!!

Appendix F: Learner interview guide

AN ASSESSMENT OF THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING STUDENT DISCIPLINE IN SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF NAMIBIA: A CASE STUDY OF LEARNERS WITH DISCIPLINE PROBLEMS

LEARNER INTERVIEW GUIDE

Information and conditions of participation

Thank you for your interest and participation in this important research project. The aim of the research is to assess the role of guidance and counselling in promoting student discipline in secondary schools in Oshikoto Region. This study forms part of my Doctor of Philosophy degree at the University of Fort Hare in South Africa. It is hoped that the study will help improve student discipline as well as the provision of guidance and counselling services in Namibian schools.

- Please note that participating in this study will not prejudice you in any way. Taking part in the study is voluntary and participants are free to withdraw from participation at any stage of the interview.
- To ensure anonymity, participants will not be asked to provide their names.
- Your responses will be used for research purposes only and the information provided will be treated with the utmost confidentiality.
- Please answer the questions as frankly as possible. Your individual opinion will be highly valued and appreciated.

1. Opening

(Establishing rapport, explain the purpose of the interview and explain procedures as well as share the information and conditions of participation)

2. Section A: Student biographical information

(Age, grade, family structure and socio-economic status)

3. Section B: Provision of Guidance and Counselling Services at the school

(The provision of educational/ academic, personal and/ social development as well as vocational/career guidance to students)

4. Section C: Discipline problems experienced by the student

(Discipline problems experienced by the student)

5. Section D: The use of guidance and counselling in dealing with student discipline problems

(Methods of dealing with indiscipline in the school and the use of guidance and counselling in managing student discipline)

6. **Section E: Causes of student discipline problems**

(Contributing factors to student indiscipline)

7. **Section F: The role of principals, teachers and teacher counsellors in managing student discipline**

(The involvement of principals, teachers and teacher counsellors in managing discipline at the school)

THE END

Appendix G: Application to carry out a research study

Enq: EN Mbongo
Email: enmbongo@yahoo.com
Cell: +264811287321

P.O. Box 3398
Ongwediva
Namibia

18 February 2015

Mr. Alfred Ilukena
The Permanent Secretary
Ministry of Education
Private Bag 13186
Windhoek

Dear Mr. Ilukena

RE: APPLICATION FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OSHIKOTO REGION

I am Emilia Ndapandula Mbongo, a Doctor of Philosophy (PhD) student at the University of Fort Hare. I am intending to conduct an educational research for my dissertation in order to fulfil the PhD requirements.

My research topic is: “An assessment of the role of guidance and counselling in promoting student discipline in secondary schools in the Oshikoto region of Namibia: A case study of students with discipline problems”. Questionnaires and interviews will be used to collect data with the view of determining how guidance and counselling can be used in helping students with discipline problems. The study will target school principals, teachers and learners from selected secondary schools in the Oshikoto region.

It is hoped that the study will generate empirical data which will be useful to the region and to other regions at large, in managing and improving indiscipline among learners. It is also my belief that the study will contribute towards improving the guidance and counselling services in schools.

I am requesting your authority and permission to conduct the proposed research in the Oshikoto region schools. Your favourable response in this regard will be highly appreciated.

Yours sincerely

Emilia N. Mbongo
PhD Student
University of Fort Hare

Appendix H: Application to carry out a research study

Enq: EN Mbongo
Email: enmbongo@yahoo.com
Cell: +264811287321

P.O. Box 3398
Ongwediva
Namibia
18 February 2015

Mr. Lamek T. Kafidi
The Director of Education
Oshikoto Regional Council
Oshikoto Region
Private Bag 2020
Ondangwa

Dear Mr. Kafidi

RE: APPLICATION FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OSHIKOTO REGION

I am Emilia N. Mbongo, a Doctor of Philosophy (PhD) student at the University of Fort Hare in South Africa. I am intending to conduct an educational research for my dissertation in order to fulfil the PhD requirements.

My research topic is: “An assessment of the role of guidance and counselling in promoting student discipline in secondary schools in the Oshikoto region of Namibia: A case study of students with discipline problems”. Questionnaires and interviews will be used to collect data with the view of determining how guidance and counselling can be used in helping students with discipline problems. The study will target school principals, teachers and learners from selected secondary schools in the Oshikoto region.

It is hoped that the study will generate empirical data which will be useful to the region and to other regions at large, in managing and improving indiscipline among learners. It is also my belief that the study will contribute towards improving the guidance and counselling services in schools.

I am requesting your authority and permission to conduct the proposed research in the Oshikoto region schools. Your favourable response in this regard will be highly appreciated.

Yours sincerely

Emilia N. Mbongo
PhD Student
University of Fort Hare

Appendix I: Permission to carry out research



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Enquiries: Mr C. Muchila
E-mail: Cavin.Muchila@moe.gov.na
Tel: +264 61 2933200
Fax: +264 61 2933922

Private Bag 13186,
WINDHOEK
Namibia

File no: 11/1/1

Date: 03 June 2015

To: Ms Emilia N. Mbongo
Cell: 0811287321
Email: enmbongo@yahoo.com

Dear Ms Mbongo

SUBJECT: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OSHIKOTO

Your correspondence regarding the subject above, seeking permission to conduct a research study in the schools of Oshikoto Region has reference.

Kindly be informed that the Ministry does not have any objection to your request to conduct a research study at identified schools in the region concerned.

You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorisation to go into the schools and for proper information coordination.

Also take note that the research activities should not interfere with the normal school programmes. Participation by either teachers or learners should be on a voluntary basis. Should you involve minors in your research activities, consent for participation should first be obtained from the parents/guardians of the minor(s).

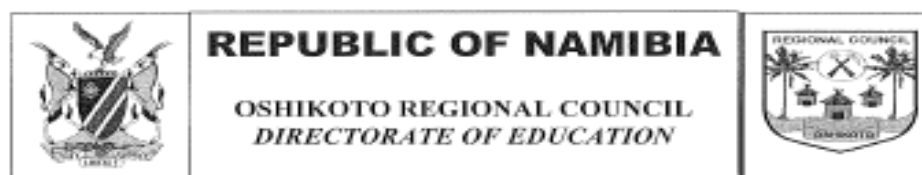
By copy of this letter the Regional Education Directors are made aware of your request.

Sincerely yours


Private Bag 13186
Windhoek, Namibia
PERMANENT SECRETARY
cc: Director of Education: Oshikoto

All official correspondence must be addressed to the Permanent Secretary

Appendix J: Permission to carry out research



Tel (065) 281900
Fax (065) 240315
Eng: Mr VN Shipuata

Private Bag 2028
ONDANGWA
06 May 2015

Ref: 12/2/6/1

Mrs E.N Mbongo
PO Box 3398
Ongwediva

Dear Mrs Mbongo

RE: APPLICATION FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH IN OSHIKOTO REGION

With reference to your letter dated 18 April 2015, seeking for an approval from the Regional Director to conduct a research in selected schools of your choice in Oshikoto region towards the completion of your PhD, with the University of Fort Hare, South Africa. Please be informed that permission is hereby granted to carry out your research in our Region

Embarking on a case study as yours is highly welcome as it gives us as educators an opportunity to see what causes indiscipline among the learners and how best we can help these learners.

It is very important that your visit should not interfere with the normal teaching and learning process at schools, that the information which is going to be gathered will be treated as confidential and that any participation in the interview should be on a voluntary basis. Consult the concerned school principals well in advance to ensure a proper co-ordination of other school activities.

Thank you for showing interest to do research in Oshikoto Region. It is our sincere hope that the information you are going to get will be quite useful towards the completion of your PhD.

Sincerely yours


MR LAMEK T. KAFIDI
DIRECTOR OF EDUCATION
OSHIKOTO REGION



CC: All Inspectors of Education

Appendix K: Information letter to schools

Enq: EN Mbongo
Email: enmbongo@yahoo.com
Cell: +264811287321 / 0812568560

P.O. Box 3398
Ongwediva
Namibia

15 May 2015

The Principal

Oshikoto Region.

Dear Sir/Madam

RE: EDUCATIONAL RESEARCH PROJECT IN OSHIKOTO REGION SCHOOLS

I am Emilia N. Mbongo, a Doctor of Philosophy (PhD) student at the University of Fort Hare in South Africa. I am conducting an educational research on the role of School Guidance and Counselling in promoting student discipline in secondary schools (grade 8-12) in Oshikoto region.

The Ministry of Education and the Director of Oshikoto Education Directorate have granted the researcher permission to conduct the research study in your school (please see the letters attached).

The principal, the Life Skills teacher, three teachers and fifteen learners are required to complete the questionnaires. The study is targeting learners who have experienced or are experiencing discipline (behavioural) problems. Please select learners with discipline problems to complete the questionnaire. In addition, the researcher will conduct interviews with some learners. You will be contacted telephonically for further arrangements about the interviews.

When the questionnaires are completed, kindly post the questionnaires back to the researcher through the Circuit-Regional office post. A self-addressed envelope is enclosed.

Your co-operation in this regard will be highly appreciated.

Yours sincerely

Emilia N. Mbongo
PhD Student
University of Fort Hare

Appendix L: Editor certificate

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200



To whom it may concern:

This document certifies that the PhD thesis whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

**AN ASSESSMENT OF THE ROLE OF GUIDANCE AND
COUNSELLING IN PROMOTING STUDENT DISCIPLINE IN
SECONDARY SCHOOLS IN THE OSHIKOTO REGION OF
NAMIBIA: A CASE STUDY OF LEARNERS WITH
DISCIPLINE PROBLEMS**

Author:

Emilia N. Mbongo

Date Edited:

20 May 2016

Signed:

A handwritten signature in black ink, appearing to read "Rose Masha".

Rose Khanyisile Masha

082 770 8892

Bachelor of Library and Information Science, Hons (English Language Teaching), HDE,
MA (Hypermedia in Lang. Learning), PhD (Education).
