

Learner Discipline versus Learner Freedom in Secondary Schools

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Abstract



The researchers propose that student discipline in schools should be aimed at correcting student behavior rather than punishing them. The freedom of students must not lead to lawlessness in the classroom. Teachers must recognize that teaching and learning, as well as creativity, take place in a structured context. Teachers may contribute to disciplinary issues at school by demonstrating poor classroom management skills, a hostile attitude toward students, a lack of respect for instructional time, and improper behavior both within and outside the school. On the other side, due to their lack of respect for school authority, students may contribute to disciplinary issues. The sample for this study was chosen from three senior secondary schools in Namibia's Zambezi area, with a total of 60 teachers. The sample included four teacher participants from each school.

Keywords: Discipline, Learner, Learner Performance, Teacher, Teaching, Learner Freedom

Introduction

One of the most necessities of a civilized society is discipline. Every community must establish some standards for people to adhere to. Everything in this universe is subject to a set of rules. Mwamwenda (2008:275) believes that human beings live in groups throughout their lives, such as the family, school, and community. There would be anarchy, chaos, and unhappiness if everyone in these groups did what they wanted. Establishing and sustaining school discipline is a critical duty for school administrators, parents, students, and teachers. (Mkhize 2002:147) agrees with Mwamwenda (2008) that orderliness in schools is vital since it is linked to student success. Rajkoomor (2012:1), on the other hand, sees the importance of discipline as having an impact on school organizations. The study argues for a fair balance between punishment and student autonomy. Mishra (2012:1) believes that if school discipline is maintained, there would be no turmoil in the classroom. Rajkoomor (2012:1) goes on to say that school discipline can assist students to focus better on their schoolwork and jobs by reducing violence and vandalism.

Hamm (2004:109), Masekoameng (2010:4), Rajkoomar (2012:2), and Mwamwenda (2008:275) all see discipline as a crucial component in the effective running of any society, school, or organization. They believe that education is impossible without discipline. That is to say, if there is no order, there can be no innovation, no scientific successes, no established legal structure, no exploration, and no progress. Discipline is necessary for secondary schools, according to Mishra (2012:1). Mishra (2012:1) continues by stating that discipline is important even in the home since learners who are nurtured in a loving and brotherly atmosphere is more likely to be disciplined in schools. As a result, teachers ought to help parents to ensure that their children are raised in an environment that has the discipline to help schools in maintaining discipline.

Children from divorced parents and shattered households are often undisciplined, according to studies (Mishra: 2012:1). As a result, parents must raise the youth in an orderly environment (Mishra: 2012:1). Frequently, teachers do not take into account the interests of learners, then, they will be unable to bring order in schools. Because a child enters this world uninformed, unskilled, irresponsible, undisciplined, dependent, and incompetent, discipline is essential in our schools. As a result, teachers must assist students in overcoming these limitations for them to become self-sufficient and unfettered. As a result, if the youngster is to learn anything, he or she must be disciplined.

Mwamwenda (2008:275) sees learner discipline in schools as a key enabler in helping students develop self-control and perseverance. Also, to help students recognize the importance of order in the world around them and to manage their behavior for self-discipline, protecting them from

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themselves and other students' activities. Discipline is not only good but it is also required. Wherever there is a lack of human conduct discipline and regulation, moral and material degradation occurs. The lack of discipline could lead to the demise of civilization. Discipline must be imposed in the public interest and for the general welfare to prevent degradation. Citizens in a disciplined nation, according to Mishra (2012:1), through solidarity and cooperation can function in an orderly manner. To enable students to acquire knowledge, schools are intended to maintain a serene and calm environment. Discipline can aid in socialization, and in instilling appropriate behavior in learners (Donald, Lazarus, & Lolwana, 2010:147); Mkhize (2002:34). Discipline must help students develop self-control and moral integrity (Mkhize 2008:34). A disciplined learner follows rules, regulations, and authority and has orderly habits.

Problem statement

Learner Discipline vs. Learner Freedom in Secondary Schools was the problem that was investigated in this paper. Since the abolition of corporal punishment in 1990, school administrators, heads of departments, senior and ordinary teachers in Namibia's Zambezi area have had difficulty managing discipline. "No one shall be subjected to torture or cruel, brutal, or degrading treatment or punishment," according to Article 8 (2) (b) of the Namibian Constitution (1990). No physical punishment is permitted in schools, according to the Namibian educational code of conduct for schools (1990) and section 56 (1) of the Namibian Educational Act, Act 16 of (2001:31). No parent may lawfully authorize or provide teachers permission to use physical punishment to his or her kid in schools, according to the case of Christian education of South Africa vs minister of education 2000(4) 54757(cc).

Methods

The character of this paper is qualitative. It allowed teachers to express how they perceived and experienced learner discipline management at the chosen secondary schools. Qualitative research entails delving into and comprehending the meaning that individuals or groups attach to a social human issue (Creswell 2009:4). A fundamental or generic qualitative research approach was deemed the most appropriate in the quest for the research's goal, as it attempts to comprehend phenomena, a process, or the viewpoints and world views of the people involved (Mestry & Khumalo 2012:100). The researchers utilized a case study methodology to look into how teachers deal with learner discipline in secondary schools. The case study was employed as a qualitative method of inquiry, which was a flexible type of inquiry best suited for analyzing a particular occurrence within its natural content, in which the researchers looked into the program, activities, and processes of one or more individuals in depth (McMillan & Schumacher 2010: 344;345). The researchers picked a case study as the best method for researching teachers' experiences with learner discipline at senior secondary schools in Namibia's Sibbinda Circuit, which is located in the Zambezi area. The researchers were able to better position and comprehend the participants' perspectives, perceptions, experiences, and understandings of 'Learner Discipline vs. Learner Freedom in Secondary Schools' using this method.

Data were obtained from twelve teachers from three senior secondary schools in Namibia's Zambezi region's Sibbinda Circuit. This was accomplished using an open-ended questionnaire that was analyzed using Tesch's open coding method. The researchers adopted a qualitative research approach because it allowed teachers to articulate how they perceived and experienced student discipline management in the schools they studied. This method was appropriate for the study's goal, which was to analyze the scenario that exists in their everyday lives.

Data collection techniques

The sample for this study was chosen from three senior secondary schools in Namibia's Zambezi area, with a total of 60 teachers. The sample included four teacher participants from each school. The above-mentioned subjects were chosen through purposeful sampling. Purposive sampling implies that participants are chosen based on some distinguishing criteria that qualify them as data holders for the study (Maree 2007:79). Twelve teachers (participants) from three senior secondary schools provided data to the researchers. Participants were chosen on the basis that they may potentially provide meaningful information about 'Learner Discipline vs. Learner Freedom in Secondary Schools' from a representative demographic. Teachers teaching in public senior secondary schools in Namibia's Zambezi area made up the target group from which the participants were chosen. They included principals, department leaders, senior teachers, and regular instructors. There were both male and female teachers in this group. All of them were certified senior secondary school teachers with an

understanding of the issue under inquiry. The questionnaire was given to each of the twelve participants. All of the chosen teachers were involved in the management of discipline in the participating secondary schools in some way.

Data analysis

In the selected secondary schools, the interpretive paradigm was employed to provide a descriptive analysis of the teachers' perspectives and experience in controlling learner discipline. When the researchers analyzed the data (questionnaires and documents), they categorized the information and assessed its reliability and trustworthiness. The researchers began by coding the data themes and sub-themes and then categorizing the information. Based on their credibility, the researchers integrated, assessed, and summarized the data (Maree 2007, pp.80-113; Creswell 2009:185-189; Leedy & Ormrod 2010, p. 153). The approach of textual analysis was utilized to analyze data in this paper. Textual analysis, according to De Vos et al. (2011:381), is a strategy that has less to do with the amount and frequency of inaccuracies and more to do with understanding the document's content; literature study, and questionnaires. The researchers then compared data across categories or topics to see whether there were any links between them. The links, common features, and interconnections among the data parts, categories or topics, and patterns were used to interpret the data in this paper. The goal was to combine the themes and notions into a theory that provided a precise and detailed analysis of the evidence. To ensure the confidentiality of the participants and the selected secondary schools, symbols were utilized to identify the schools and teachers (participants). The information collected through open-ended surveys was analyzed, presented, and interpreted.

Literature review

Teachers face a huge problem with challenging behavior in secondary schools. Historically, the most typical response in schools around the world to such behavior has been the application of some form of punishment. Transgressions, problems, and punishment should be replaced by terms such as child-environment compatibility, transactions, expectations, prevention, incentives, and decision-making (Oxley & Holden, 2021:71-77). Learner discipline, according to Obadire and Sinthumule (2021:1), is one of the foundations of effective teaching and learning. Schools will not be able to deliver the greatest possible education if learners are not well disciplined. As a result, proper disciplinary measures and processes must be implemented in any school. Because effective teaching and learning cannot be performed in a disordered school environment, a lack of discipline among learners has an impact on their academic achievement. When dealing with unruly behavior, the school's disciplinary policy and associated regulations must be administered fairly and uniformly. Disciplinary procedures, according to Tan, Yore, et al., (2021), are intended to provide a safe and positive learning environment for all learners. Discipline policies, according to them, are intended to foster learner self-control, independence, and positive citizenship. They also discovered that, when used wisely, learners' disciplinary procedures can be beneficial. Inappropriate punishment practices, such as exclusionary tactics, can have a severe influence on learners and school climate for learners who consistently demonstrate major behavioral difficulties. Teachers must be conscious of any preconceptions they may have about learners' concerns based on their previous experiences.

Schools, according to Järvinen, Harvey, et al., (2021: 56), must offer a safe environment devoid of intimidation, harassment, physical aggressiveness, hazards, and disruptive behavior that hinders learning. Instead of forcefully scolding or punishing learners for doing things they shouldn't, consistent discipline is constructive and teaches them what they can accomplish. Punishment is a strategy used to teach self-control. Schools should create rules, and if learners breach these rules, they should face consequences. The anticipated standards of school dress, punctuality, social conduct, and employment principles, for example, maybe specified in these rules. The punishment that occurs as a result of violating policies is referred to as discipline. Due to high dropout rates, disproportionate penalties for minority learners, and other educational disparities, the focus of discipline is shifting, and new ways are emerging. While discipline is one aspect of school monitoring, it is a broader word. Discipline is usually thought to be beneficial to both the individual learners and the teachers in schools (Järvinen, Harvey, et al., 2021: 56-58).

Discipline's Traits

To influence and mold learners properly, school discipline needs to be defined by the development and justice provided to learners. An orderly learner follows instructions willingly. Discipline is a simple way to bring order to a situation, and education does not work in a lawless environment.

Governments are expected to pass legislation to keep their countries and schools safe. School rules should be followed to ensure that students are disciplined and that there is order in classrooms. Without discipline, we cannot have innovation, advancements, fixed legal structure, exploration, and progress (Rajkoormar 2012:2). In managing order in schools, teachers must make it educational. Discipline can thus be used to check each learner's willful and errant behavior (Oosthuizen et al., 2009:155).

Learners as individuals have rights and responsibilities in schools. Unfairness may result from the enhancement of one subject's rights or competencies by another. Fairness, according to Oosthuizen et al. (2009:155), is a moral principle that guideline to minimize biases when addressing conflicting interests in schools. Discipline is a forward-thinking concept. Both education and training, according to Oosthuizen et al. (2009:155), are prospective. They argue that the goal of education should be to prepare students for integration and development in adult working societies. As a result, discipline should be aimed at the growth of the future adult in the future. Discipline should be defined as the complete management of one's sense of duty (Rajkoormar, 2012:2).

Discipline should be aimed at correcting behavior rather than punishing it. It is important to distinguish it from the traditional and solely legal approach, which is essentially vengeance (Oosthuizen et al., 2009:155). The Concise Oxford English Dictionary (2011:1229) defines retribution as a "penalty that is given to someone for showing improper conduct." From the standpoint of education, correction should be focused on the learner's spiritual, mental, and moral development. As a result, discipline in the context of child progress needs to focus on shaping learner behavior (Temitayo et al., 2013:8). In maintaining order in schools, learners' dignity must be respected. Schools are required to prepare students to have tolerance and be able to understand others. The learner's spiritual development can be aided by discipline. According to Temitayo et al. (2013:8), the goal of bringing order in schools should be to assist learners in becoming well-adjusted, happy, and helpful members of society.

Discipline has both beneficial and harmful consequences on students. Teachers must use so-called preventive discipline while disciplining students, which entails helping learners to distinguish between right and wrong (Mokhele 2006:156; Mwamwenda 2008:275; UNICEF 2008). Learners should be imparted with the knowledge to be able to distinguish between right and wrong, according to Mokhele (2006:151). As a result, a teacher's role is to assist each pupil in achieving authentic self-realization. The lack of corporal punishment does not imply lawlessness. Rewards, command, variation, punishment, admonition, counseling, comfort, and encouragement are some of the different methods of discipline that teachers can employ instead of a cane (Lilemba 2002:156; Mwamwenda 2008:278-280).

Discipline issues are caused by a variety of factors.

The public blames disorder in schools on the elimination of corporal punishment (Lilemba 2002:151; Oosthuizen et al., 2009:183; Mokhele 2006:152; Mestry & Khumalo 2012:104; Ferreira & Badenhorst 2007:60). Discipline issues can be caused by a variety of factors. As a result, instructors must be aware of the primary reasons for disciplinary issues in the classroom. If the issues are not addressed quickly, they may worsen and have a negative impact on the students. According to Hauwanga (2009:12-15), Masekoameng (2010:16-29), and Temitayo et al., (2013:9), the following are the main causes of school discipline breakdown:

The Teachers

Teachers have a critical role in preserving order in the classroom and in the communities in which they work. Teachers must encourage their students to act more respectably. Teachers can contribute to a lack of discipline in one of the following ways:

Poor classroom management skills: if a teacher is unable to control his or her classroom or lesson, the students will undoubtedly become disruptive and cause disciplinary issues. Having a negative attitude toward students: teachers should accept all students and treat them equally and fairly. If they (teachers) do not operate in this manner, the students will notice the flaw and begin to cause problems. Lack of respect for time: it is always a treat for students when teachers arrive late for class. The students will get rebellious if the teacher makes it a habit. Teachers who conduct themselves in an undesirable manner both within and outside the school will always encounter disciplinary problems from students. Unsound teaching methods: if a teacher's teaching methods are unclear, students are more likely to complain that they don't understand or to generate more disciplinary issues. Lesson

preparation: if teachers do not prepare their lessons, students will lose interest and trust in the subject and the teacher. This could lead to disorderly behavior.

The Learner

Learners also lead to disciplinary issues like the ones listed below:

- Poor health and malnutrition: this can make students feel exhausted and sleepy all of the time, leaving them with little energy to learn.
- Poor eyesight and hearing: if a teacher is unaware that a student has poor eyesight or hearing, he or she may misinterpret this as disobedience or a lack of interest.
- Intentional disruption of courses and school: some students may do so without justification.
- Lack of regard for school authorities: students may be prone to disrespecting school authorities for a variety of reasons.
- A lack of regard for school property: students may destroy school property for no apparent cause.
- Bad attitudes among learners' peers: peer pressure can have both positive and negative consequences. Friends of a learner may have unfavorable views toward school and consequently have a detrimental influence on the rest of the group. Peer pressure can help students socialize peacefully with their classmates, but it can also lead to a student rebelling against the school if he or she is not accepted by their peers (Temitayo, et al., 2013:11).
- Interest in subjects other than education: some students may not be interested in learning. These students are prone to cause difficulties.
- Lack of academic success: bad grades, learning difficulties, the inability to complete schoolwork successfully, and the pressure to satisfy university or college requirements can all lead to disruptive behavior
- Boredom: Students frequently get dissatisfied with school, a particular class, or their homework. In many class exercises, the learners' major role is to accept what is presented to them and change accordingly (Hauwanga, 2009:14-15).

Situations at Home

Learners may experience a significant lot of stress and mental discomfort as a result of problems at home. When a learner is unhappy at home due to one or more issues, he or she may feel insecure, neglected, guilty, or angry.

Discipline issues at home could be caused by the following factors:

- Poverty: If a learner's family is poor, it's doubtful that he or she will take their education seriously. This can also be argued because poverty drives some learners to study to secure a better future for themselves in many African households.
- Inadequate supervision: youngsters are unlikely to become self-disciplined if their parents are absent and unconcerned about their children's education. They will fail to complete their assignments and cause difficulties at school. Because their parents are unconcerned, students may decide not to attend school at all.
- Unhappy parents: children will exhibit undesirable behavior and have disciplinary issues at school or home if their parents are constantly bickering and arguing. A child's emotional sentiments and stability will be significantly impacted if the father frequently hits the mother (Hauwanga 2009:15).
- Alcoholism: Students who drink alcohol are prone to disciplinary issues at school. When parents are constantly inebriated, it has an impact on their children's behavior and well-being. Some theories in the social and behavioral sciences, such as Bandura's social learning theories, suggest that social factors such as family and environment influence a child's behavior (Micro and Meso system) (Hauwanga 2009:15).
- Fear of the future: This is a term used to describe school dropouts who are unable to find work and maintain a healthy lifestyle. Because their future appears to be in peril, they have a predisposition to engage in illegal conduct.
- Mob psychology: this is prevalent in demonstrations, as the crowd becomes emotionally excited and acts erratically, eventually becoming unmanageable. Learners can be readily persuaded to join in with the throng.

Situations in School

Extreme disciplinary issues in schools are occasionally reported in the media and through other channels in schools. As a result, there are a variety of attacks on schools, teachers, and property, as well as thievery, stabbings, bullying, and even shootings on school grounds. The following aspects influence disciplinary issues in schools:

Too many students in a class: This is a common problem in rural areas. Because there are so many students in one class, the teacher will not be able to attend to all of them. The students grow rebellious as a result of this process. Shortage of desks: Schools have inadequate resources and students are expected to share. This could lead to disciplinary issues. Lack of textbooks or instructional materials adds to students failing to complete their assignments or simply staying at home. Learning and teaching cannot take place in a school that lacks the requisite books.

Poor lighting: Some schools may be without power. It's tough to read and study under poor lighting. This does not produce an environment that is favorable to learning. Evening classes are also not possible to present. The physical environment is one of the main aspects that affect schooling, according to Hauwanga (2009:14).

Results

What are the experiences of teachers concerning learner discipline?

It was found that teachers in the researched secondary schools found that learners displayed the following characteristics, namely: Unruly behavior, absenteeism, neglect of school work, late coming, alcohol and drug abuse. Unruly behavior was experienced by the participating teachers. They indicated that the learners portrayed incorrigible behavior which was difficult to manage. These sentiments were put forward by the following participants. (P1, P3, P4, P6, P7, P9, P10, and P12). For instance, P1 who was the principal, at school A, indicated that: *"Most disruptive actions in classrooms were caused by learners who had unruly behavior"*. At school A, P3, a senior teacher stated that **the**: *Majority of the boys at our school are undisciplined while female learners were disciplined"*.

The remarks of P4, at school A, outlines that: *'Most learners our schools are rude towards teachers. A principal at school C, who is P9, asserted that: 'Disrespect is a rapid problem at our school, hence disregard towards the school code of conduct. From the participants' responses, it seemed that most schools experience unruly behavior. This was so because participants mentioned that learners do not show respect for those in authority such as teachers. As a result, it became difficult to discipline such learners who seemed to rebel against authority. Oosthuizen (2009:155) affirms these views and states that, in an orderly environment, discipline protects learners from unruly and undisciplined behavior and it also protects them against their own words.*

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

"My experiences concerning learner discipline are the fact that learners' historical background plays a pivotal role in this regard. Learners come with different behavioral backgrounds from their homes. This stems from the fact that children had been brought up in different social settings. Some by single parents and others from abusive relationships by their biological parents or guardians. Such learners come to school with behavioral problems, they come as "rough diamonds" so to say and it's incumbent on us teachers to ensure that these learners are guided properly".

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

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

According to participant 7, ahead of department at School B:

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

Another participant 12, a teacher at School C:

"I have experienced that Children's misbehavior is caused either by the child's behavioral disorder or the environment in which the child lives. Some children have inherent behavioral disorders which they acquired from birth and others live in areas where there are social problems like alcohol and

drug abuse, crime, and a high unemployment rate. These social ills influence the behavior of children where they get to school".

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

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

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

"Most misbehaving learners at our school face the consequences of suspension and expulsion to scare other learners not to do the same".

Participant 5, a principal at School B commented that:

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

Discussion

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

Bullying, making rude remarks toward teachers, fighting, disruptive actions, vandalism, sexual harassment, constant violation of school rules, and disregard for authority, to name a few, are some of the common types of disciplinary problems that learners exhibit in schools today, according to Masekoameng (2010:3). This problem, according to Oosthuizen, Roux, and Van der Walt (2003:373), can be traced back to a period of civil disobedience related to the struggle for freedom and democracy. Learners have developed arrogance toward both instructors and parents, according to Rossouw (2003:413), which is aggravated by the overemphasis on children's rights. In this regard, Lilemba (2002:154) asserts that if a teacher is unable to control his or her classroom and lecture, the students would undoubtedly become disruptive and produce disciplinary issues. In an orderly setting, Oosthuizen (2009:155) endorses these beliefs, stating that discipline protects learners from unruly and undisciplined behavior, as well as from their own words.

Teachers also stressed that students who use drugs or drink pose a serious threat to both teachers and students since they frequently turn aggressive. According to the research, these learners consume alcohol and narcotics such as dagga, often known as marijuana. The data also revealed that some of these learners believe they are more active in class while they are on drugs than when they are sober, according to the research. Teachers noted that these learners appear to be addicted and that stopping them is difficult. The data also revealed that the students spend a significant amount of time smoking and drinking. The data also show that soft teachers who do not follow the rules are readily swayed by disruptive learners at school. The findings show that it is hard to teach when learners engage in disruptive behavior because both learners and teachers are put at risk.

Expulsion and suspension are common measures of discipline in learning institutions. This is a very strict policy mode of punishing both severe and mild grades of indiscipline. Remarkable the teachers and learners happen to be conversant of regulations on how it should administer right from the commencement of the academic year, hence no misbehavior can be condoned or whatsoever (Hauwanga 2009; 23).

Recommendations

Instilling discipline on oneself or in another person comes in three main forms. In many schools' learners come from different formal backgrounds, wherein there is learned discipline in some. Some learners learn self-discipline from their teachers or other learners. In other words, they follow role models of people they respect and regard as well-disciplined and want to be like them. Secondary schools, according to researchers, should take heed of best practices (solutions) in handling discipline. The researchers also feel that the causes for teachers' lack of work ethics, as well as the extent to which teachers' engagement in various forms of misconduct, contribute to a culture of ill-discipline in secondary schools. The values and adaptability of teachers should have an impact on school discipline. Learner discipline should also be managed to utilize the following strategies: Penalizing learners through detention, loss of privileges, and isolation; explanations such as discussing desired behaviors with learners; and threats and warnings indicated in schools' policies. Teachers should be

strong role models in their leadership roles by grooming and supporting positive behaviors in their learners. They should create concrete rules, maintain peace and order inside and outside of the school, and instill a feeling of positive leadership in their learners.

Implications

Discipline is essential for a school's smooth operation. While a lack of learner discipline is emerging as a severe concern in the secondary schools studied, teachers should consider it as an opportunity to implement new ways and strategies to regulate student behavior. The issue of learner discipline in secondary schools requires immediate action since the selected schools' learner discipline has worsened to the point that they have become Namibia's most dangerous schools. The researchers believe that by properly implementing and enforcing relevant measures to improve learner discipline, secondary schools can address learner disciplinary issues and provide a favorable environment for teaching and learning. Despite ministerial regulations that do nothing to address the disciplinary issue, teachers in these secondary schools are doing everything they can to enhance student conduct. Various tactics and alternatives to physical punishment are used in schools and classrooms, with some being beneficial and others being ineffective. Discipline management in secondary schools would not be a burden for instructors if parents were completely involved in school and classroom life when it came to disciplining students. The researchers conclude that effective and efficient teaching and learning cannot take place in secondary schools unless there is discipline, order, and control.

Conclusion

Learners are protected by punishment from their peers' rowdy and undisciplined behavior. It also defends them from themselves. Fairness in schools should be ensured via discipline. Alcohol-abusing learners will always cause disciplinary issues in secondary schools. Schools need to embark on whole-school discipline planning processes and to have clear guidance regarding the management of learner discipline. Surveillance cameras should be installed around school buildings so that acts of indiscipline can be easily detected and dealt with. Professionally trained individuals, such as police officers, should be stationed at schools to prevent acts of indiscipline such as bringing weapons, drugs, or alcohol onto school grounds. Professional counselors should be present in schools to guarantee that the counseling process is effective. Every school should establish thorough rules and regulations, as well as a code of conduct for both learners and teachers so that both learners and teachers are aware of what is acceptable and unacceptable behaviors in their schools. Effective disciplinary measures are critical for school administration. Unfortunately, some schools have extremely inadequate discipline policies, which are often marked by a tense and aggressive relationship between teachers and learners. Learners who are disinterested in studying, as well as disheartened teachers, all contribute to poor academic achievement in secondary schools. Regrettably, there is often a misunderstanding that discipline equates to punishment (Cawood, 2009). Discipline is a severe issue, not just because of some learners' misbehavior, but also because indiscipline disrupts both teaching and learning, causing the school to become dysfunctional.

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