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Imagined Strategies in Managing Learner Behaviour in Schools *

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Abstract: The purpose of this study is to look into and examine the ways that instructors might use to manage pupil discipline in secondary schools in Namibia's Hardap region. In this investigation, a qualitative case study design was used. Six secondary schools provided information. Data for this study was acquired from 24 participating teachers at six secondary schools via semi-structured individual interviews and an open-ended questionnaire. The investigation revealed referrals, detention, expulsion, and suspension as strategies used by teachers in managing learner discipline in their respective schools, as well as talking to learners, violation system, involving learners in the drafting of school and classroom rules, involvement of other stakeholders, and disciplinary committee. After the ban on corporal punishment in schools, it became critical to learn what tactics teachers are adopting to discipline students, according to the findings of this study. Evidence-based disciplinary tactics or interventions should be employed to address the problem of lack of learner discipline, according to the authors.

Keywords: Strategies, Teachers, Learner, Behaviour, Secondary schools.

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Introduction

According to Donnelly (2018), general learner discipline issues, including school-based violence, are a problem that plagues most of the developing world, where most countries have abolished corporal punishment in schools in line with human rights agendas, but teachers struggle to implement alternative peaceful discipline measures. Many African countries that are UN member states have made it illegal to use corporal punishment in schools as a condition of fulfilling the act of declaration of human rights (Mushaandja, 2016). Following the shift in the educational system, Namibia, as a UN member state, prohibited corporal punishment in all Namibian schools in 1990, in accordance with the constitution. In this regard, all teachers must use various alternatives to corporal punishment in schools because a learner must be disciplined or shaped to comply with the rules and social interactions, as well as develop his or her academic abilities to the fullest extent possible Makendano (2019), as stated in the legal concept "Education Act, Act 16 of 2001." The removal of corporal punishment in schools, on the other hand, has received widespread support in schools. Most of these teachers only knew corporal punishment as a method of enforcing discipline, and it instils fear in students rather than preparing them to be responsible citizens before it was abolished. Teachers are in charge of keeping discipline among their students. According to Belle (2017), learner discipline management is a complex issue that has led to the development of interventions that they can utilize in the most efficient and effective way feasible (UK department for Education, 2016). According to Jonkwiski (2019), schools must adopt the most appropriate disciplinary measures for their scenario, focusing on essential skills such as conflict resolution and problem solving to deal with unruly behavior. According to Dreikurs (1968), the key technique for correcting learners' misbehavior is to use short, obvious, and straightforward procedures. Talking with learners, determination, expulsion and suspension, violation system, referrals, stakeholder involvement, and disciplinary committee are among the main strategies that teachers develop and implement when managing learner behavior at their respective schools, according to Makendano (2019). Mwamwenda (2018) backed up this argument, arguing that the best way to rectify learner misbehavior is to jointly determine the learner's goals and come to an agreement on the learner's objectives.

Teachers had to discover, adopt, and employ different tactics because they were not allowed to physically discipline their students, according to Marrson (2018). Mushaanja (2016) stated that instead of using punishment, teachers should utilize appropriate alternatives such as detention, suspension, or referrals. According to Hubbard and Coomer (2017), teachers employ a variety of ways to deal with student behavioral concerns in schools, including referrals, counseling, and determination. According to Antonio (2017), following the abolition of physical punishment, teachers have employed different tactics such as suspension and expulsion to discipline students who have committed either significant or minor offenses. Many teachers employed referrals, counseling, and determination as possible tactics to preserve discipline in their schools, according to Amutenya (2017). According to Hamm (2019), the ministry of education should evaluate its discipline policy and apply harsher tactics to reduce the prevalence of ill-discipline in Namibian schools. According to Ooshuizen and Rossouw (2018), many teachers have employed referrals, counseling, and detention as feasible measures to maintain school discipline since physical punishment was abolished. Many studies have been conducted on the causes of student disobedience and the many management tactics used by schools to instill discipline, but little has been done on the strategies used by instructors and the factors that impact their decision. Following the ban on corporal punishment in schools, it became critical to determine what tactics teachers are employing to discipline students. According to Lilemba (2018), instructors encounter daily problems in establishing a conducive learning environment. Brunette (2018) claims that in order to address these issues, teachers must completely comprehend and employ appropriate behavior management tactics and approaches that will improve teaching and learning. Many teachers in our schools today are finding it difficult to

implement the finest discipline measures, especially since corporal punishment has been banned.

Methodology

Teachers' tactics for managing learner behavior in schools were attempted to be discussed in this study. A qualitative research approach was utilized in the study since the description of tactics to be applied by teachers in managing student behavior in schools necessitates in-depth investigation. In this study, a qualitative approach was used to investigate the strategies that instructors can employ in schools to manage student behavior. Qualitative research is a means of analyzing how people understand their experiences, arrange their worlds, and assign meaning to their experiences, according to Ürünibrahimoglu et al. (2021). They also noticed that qualitative research makes it a point to express all of the descriptive data collected for the topic at hand in its completeness and in depth.

Sample/Study Group

The research was conducted in six high schools in the Auob circuit of Namibia's Hardap Region. Some of these schools are situated in rural areas, some 100-125 kilometres from the next mayor town. Because of a lack of suitable learning equipment, some schools have a population of roughly 123 students, which is decreasing year after year. Some school classrooms are in dire need of repair. They lack basic necessities such as electricity, running water, flushing toilets, and adequate learning and teaching materials. The scope of this study was limited to one circuit (Auob) in Namibia's Hardap Region. At six selected schools in Namibia's Hardap region, the study focused on teachers' perceptions/experiences, reasons, obstacles, and techniques to be developed and implemented by teachers and school principals in managing learners' disciplinary problems. The research was limited to the Auob Circuit of the Hardap Region due to Namibia's enormous nature/physical distance, time and financial constraints. There are eighteen secondary schools in the Hardap Region, with eighteen principals and 318 teachers. Twenty-four teachers (six junior teachers, six senior teachers, six department heads, and six school principals) were chosen at random for this study.

Sampling

On the list of schools provided by the Hardap directorate of Education, Art, and Culture, one circuit (Auob) and six secondary learning sites were criterion selected for this study. They assisted in the study by providing the most essential and relevant information. Non-probability sampling was used in this investigation, and by using non-probability sampling, entities of analysis in the population do not have the same chance of being included in the sample, and occasionally have no chance at all. Because it is inexpensive and convenient, this sample (selection) strategy is commonly used in research. The qualitative research approach, which is related with the interpretative, was used in this study. By looking at the experiences of 24 teachers in their individual schools, a paradigm was developed to analyze the depth, truth, and complicity of the present tactics used by instructors in schools to preserve student behavior. Purposive sampling is adopted since the chosen individuals are key informants on the situation, and the six selected schools are potential data collection sites. The permission form was explained to and signed by the participants after receiving prior approval from the Hardap Education Director. Throughout the data collection, processing, and interpretation stages, confidentiality and anonymity were maintained. The data analysis process followed the six steps of Lodico, Spaulding, and Vaegthe (2019), which included preparing and organizing the gathered information, reviewing and exploring it, coding the information into categories, creating thick descriptions of participants, schools, and activities, developing themes, and reporting and interpreting the gathered information (Mashall & Rossman, 2018).

Data Collection

Data for this study was acquired from 24 participating teachers at six secondary schools via semi-structured individual interviews and an open-ended questionnaire. The information from the participating teachers at three secondary schools in the Auob Circuit, Hardap Region, Namibia, was gathered using an open-ended qualitative questionnaire. Open-ended qualitative questionnaires, according to Maree (2015), are the type of questionnaire that has a set of data that can be analyzed. According to Creswell (2014), open-ended qualitative questionnaires are used to support what has been discovered in the literature and to determine the reasons for the replies. During this study, an open-ended questionnaire was used to determine what teachers' perceptions, experiences, and understanding of the phenomena of learner behaviour were.

Analysis of Data

Data analysis was done during data collection in this study. Following that, data was organized and prepared for analysis by browsing through interview transcripts as well as an open-ended qualitative questionnaire and categorizing and structuring the material into categories and themes. The full data was read several times in order to gain a thorough comprehension of what it all meant. The data was classified accordingly when it was analyzed (interview transcripts and open-ended qualitative questionnaires). Data themes and sub-themes were coded in this manner. The participants' experiences are obtained through semi-structured individual interviews and an open-ended qualitative questionnaire, and then analyzed using the textual analysis method.

Findings

A safe learning environment is essential for students of all ages. Without it they are unable to focus on learning the skills which are needed for a personalised learning and life-long learning. A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways in managing learner discipline. More so, such an environment reinforces and enhances the leadership capacity in the school because competent, excellent, and dedicated teachers want to work under such conditions (Umeghalu & Onyeike, 2022). Similarly, Nunan and Ntombela (2022) found that students' challenging behavior is impacting negatively on teachers' wellbeing worldwide. Currently, teaching for some teachers in South African primary schools has become exhausting and daunting to say the least. Teachers feel that they have had enough degradation and are not receiving the respect they, as professionals, deserve. Students' relentless rampages and their refusal to listen to teachers are pushing teachers to the near brink of mental breakdown.

The findings and comments collected following the interviews with participants are reported in this section of the research, which runs concurrently with the research goals. This study gives secondary school teachers and other stakeholders the opportunity to assess the efficacy of these techniques' implementation so that they may all consider adopting more effective and positive disciplinary ways to learner discipline management. Secondary school teachers have not been efficient in controlling learner discipline, according to Ayadin (2019), because they punish and criminalize student behavior.

Referrals

According to Donnelly (2018), general learner discipline problems, including school-based violence, are a phenomenon that plagues most of the developing world, where most countries, including Namibia, have abolished corporal punishment at school in line with human rights agendas, but teachers struggle to implement alternative peaceful discipline measures. According to participant 4, a male department head at school A, he revealed that: *“Learners who misbehave or who have transgressed must be first given a warning and if it does not change, he or she is referred for counselling and then if no improvement he or she is referred to the disciplinary committee”*. According to participant 8, a female head of department, commented that:

“Because when fail as the disciplinary committee, we refer the case then to the school board to take a decision. If they also fail them, refer the issue to the Regional Director up to the permanent secretary of the line ministry for the final decision”.

According to Mutte (2017), this backs up the responses of the above participants, who named referrals as one of the most effective tactics for preserving learner behavior at their individual schools. Learners with significant disciplinary problems, as well as those with medical issues such as ear and eye disorders, should be sent to medical professionals, according to the Ministry of Education (2016). Brunette (2018) suggested that if there are students with medical issues, teachers should be informed so that they are prepared to deal with such circumstances. In support with Brunette (2018), Gichohi (2015) stated that monitoring learner behavior in high learning institutions is a group responsibility rather than a one-man show. Rossouw (2018) concluded this section by stating that, since corporal punishment was abolished, many teachers have used referrals, counseling, and detention as possible strategies to maintain school discipline. Dreikurs backed up this claim by stating that the primary strategy for correcting learner misbehavior is to investigate with the learners good stimulating the learner conduct.

Detention

Detention was discovered to be one of the most effective tactics used by teachers to maintain student behavior at their separate schools during this examination. This was stated by participant 2, a female teacher from school A, who stated:

“One of the strategies that I personally use is detention. And during this detention is where they have to do their home works, where they need to work on improving their behaviours. And all those things that they did wrong in the previous week, is what they will try to improve on during the cause of that week. And most of the learners really do not want to sit detention, so in most cases they are really well-behaving”.

At school A, another male teacher (H.O.D) who is participant 4, added that:

“At our school we use detention for misbehaving learners you see this list of kids, they are busy with detention. At this stage, they are busy with detention in the afternoons, so this is the list. From Monday to Thursday, from 3 o'clock to 5 o'clock they have to come to school and sit in one class detention and they are not allowed to do anything else rather than study. They must bring their school work and they have to study. This is what we do after every four violations, so that is the group of learners that are at this stage busy with detention”.

According to Woolfolk (2018), the majority of Namibian secondary school teachers are still dealing with a lack of student discipline in their classrooms. According to Morrison (2016), teachers are not allowed to physically punish their students and are expected to design, adopt, and implement certain tactics. Detention is indicated as another approach used by the above

individuals when managing learner behavior at their different institutions, based on their responses. In support of the aforementioned, the Legal Assistance Centre (2017) noted that detention in class or after school is more useful if the learner views it as extra help offered to him or her for his or her own advantage. When it comes to detention, there are several limitations on when it can be used at school. According to Hubbard and Coomer (2017), while this has drawbacks such as requiring a teacher's presence, it also has the specific advantage of emphasizing to parents that their children have been misbehaving, and the detention serves to involve the parents in the reformatory process.

According to Mushaandja (2016), in circumstances where the criminal likes the stay-in, this kind of punishment is ineffective. Canter and Canter (1992) believe that teachers know how and when to teach good behavior, and that when students choose to breach the rules, they utilize consistent and reliable negative consequences as a last choice. Canter (1996) claimed that in order for tutors to remain assertive, they must insist on ethical, responsible behavior from their students, which is required in society. Canter and Canter (1998) stated that punishments do not need to be served in order to be successful, and that negative consequences should be applied every time a student chooses to transgress. Dreikurs (2016) emphasized that instead of using punishment, teachers should employ appropriate alternatives such as detention and suspension referrals. Mutte (2017) closed this section by stating that teachers employ a variety of techniques to deal with student behavior issues in schools, including referrals, counseling, and detention. As a result, we must constantly assess ourselves against these ideals and alter our strategies and approaches as necessary.

Expulsion and Suspension

Participants in this study listed suspension and expulsion as two techniques they employ when dealing with student misbehavior in their schools. According to a female teacher from School C, who is also a participant 12, *“At our school one of the strategies that we use is suspension, currently for this term we have suspended five of them”*. In addition, participant 11, at school C, who is a female teacher, explained that:

“At our school suspension is common, I think this week we have already have five learners, I remember the names were mentioned three boys suspended for 14 days and one is from my own class, and the two girls also suspended for 14 days”.

According to Antonio (2017), once physical punishment was abolished, teachers employed various tactics such as suspension and expulsion to discipline students who had committed either significant or minor offenses. In support of Antonio (2017), Legal Assistant Centre (2018) argued that in Namibia, a student can only be suspended or expelled from school by the school authorities if the learner has committed an offense, and that this can only be done as a last resort after all other options have been exhausted. According to Mushaandja (2016), a learner may be temporarily excluded for minor offenses such as truancy or disrespect for the school authority, while major offenses such as fighting, vandalism, sexual harassment, rape, use of drugs such as marijuana, and use of weapons at school may result in permanent exclusion. According to Lilemba (2018), in Namibia, only the office of the education director has the authority to expel a student from school temporarily, while the lime ministry's executive director has the authority to expel a student permanently (Antonio, 2017). Surprisingly, school principals are suspending students from school without the knowledge of the office of the education directors or the lime ministry. In support of the aforementioned, Amutenya (2016) recommended teachers and school principals to cease from such actions with immediate effect. According to Cloete (2019), six grade 7 boys were suspended from Kronlein Primary School in Keetmanshoop after they were allegedly spotted smoking dagga on the school grounds.

Talking to Learners

After the use of the cane was made illegal in 1990, participants' comments revealed that one of the tactics they employ to preserve learner behavior in their schools is talking to students. Participant 1, a female teacher at school A, for example, explained:

“As part of your strategies, what I usually do is I take them outside talk to them privately telling them that we are going to the principal’s office now. Then I just take him or her outside the class and I will tell him/her what you did now in my class is wrong and you are hurting my feelings, and I have never done something wrong against you, why are you doing that to me? I believe in you why do you not believe in yourself to be disciplined in my class? After talking to him/her then we come back and I say: now this is behind us, we are going to move forward”.

According to Rossouw (2018), the teacher must speak individually with the student to determine the reason for such behavior, and he advises teachers to work together to solve the problem and find an acceptable solution. According to Curwin and Mendler (2018), conversation is used to work out a problem with the learner, and it is the most democratic technique to solve difficulties. Furthermore, participant 2, a male teacher at school A, stated:

“Then if I have identified some learners who are seriously causing problems, I would call them aside after the period and talk to them and see what the root cause of this behaviour is. Then advise them and motivate them to focus on their future life by taking their education seriously”.

Brunette (2017) emphasized that if a student misbehaves, a teacher should pull that student aside and try to talk to them discreetly. She also advises teachers against reprimanding unruly students in front of the class because this can make them hostile. Dreikurs (1968) backed up this argument, suggesting that the best way to remedy learner misbehavior is to investigate with the learners' goal and stimulate their behavior. Dreikurs (2016) recommended instructors and students to collaborate while solving difficulties in order to build their relationships. Mwamwenda (2018) expanded on Dreikurs (2016)'s positive suggestions, arguing that teachers should let the offending student know that they are trusted, and that mistakes are valuable in learning. When talking to students, Mohapi (2013:40) recommended teachers to say things such, "You've improved, what did you learn from that mistake?"

Violation System

Because the use of cane has been prohibited in all Namibian schools since 1990, specific procedures should be employed by teachers in order to preserve pupil behavior at their respective schools, one of which is the demerit system. Participant 4, a male teacher at school a, stated:

“We have a violation system as part of our strategy, that after four violations the kid has to be called by the school management and he/she are sent for detention you see this list of kids at this stage they are busy with detention in the afternoons”.

Another male teacher participant 6 at school B added that:

“Like I said earlier at our school, we have a violation system to control the behaviour of learners, like late coming or not doing homework. That is one of the systems we are using in order to ensure that we are consistent in administering the disciplinary issues at the school”.

According to Mwamwenda (2018), the demerit system is a system in which students accumulate points or marks for various offenses such as tardiness, class disruptions, truancy, wandering around the school aimlessly, or any other misconduct. Brunette (2018), on the other

hand, defined the demerit system as a system in which a student who commits any transgression files a report as a way of maintaining student behavior, and when the report reaches a certain number of points (300 points), the student is either suspended or expelled from school. Mushaandja (2016) argued, based on Dreikurs' findings, that chastisement is a technique of assisting learners to improve their behavior rather than a punishment. Dreikurs (2016) emphasized appropriate options and that responsibility for individual acts is learned through accommodating the typical or related consequence through these behavioral choices. Dreikurs (1971) offers a number of other specific suggestions for how teachers should engage with students, emphasizing that instead of using punishment, teachers should utilize other approaches such as the demerit system and encouragements. In support of Dreikurs (1971), Glasser (2009) believes that chastisement should not be employed and instead encourages teachers to adopt non-forced discipline methods such as engagement and the demerit system. According to Glasser's theory of choice, engagement and the demerit system are two of the most essential tools that teachers can employ to help students improve their self-discipline. Moral values are values that deal with human behavior, prescribing how people should act and distinguishing between right and bad behaviors. Moral values, according to Lilemba (2018), are things that are good and right on moral grounds. This covers things like telling the truth, following through on promises, and other morally acceptable behaviors in society. Teachers are expected to instill values in their students as a means of developing their character. Without values, discipline will be impossible to achieve, because values develop character and allow students to distinguish between correct and incorrect behavior. Teachers have been known to embarrass their profession by binge drinking or engaging in romantic relationships with students. According to Yaghambe (2017), instructors must project the image of a well-educated, well-mannered, well-dressed, disciplined, and healthy individual. As a result, it is critical that the teacher be flawless in performing the national anthem or that she set a good example at all times (Lilemba, 2018). Nothing teaches mature behavior to a learner better than modeling it yourself. As a result, the purpose of school teachers is to instill values and serve as positive role models for their students (Ndakwa, 2016).

Involvement of Other Stakeholders

According to the findings of this investigation, including other stakeholders is another approach that participants employ to improve learner discipline at their schools. This was clearly recognized by participant 13, a school principal from school D, who stated:

“As part of our strategies we involve other education stake holders such as the school counsellors, school board members, disciplinary committee members, police, parents of the concerned learners, motivational speakers from outsider, and people from the gender and child welfare ministry, psychologists from the ministry of health and learners' representative council members (L.R.C's)”.

According to Participant 20, a male teacher at school E, explained that:

“At the beginning of the year, we always include other stake holders such as learner representative council (L.R.C's), school board, school counsellors and disciplinary committee members, when formulating set of school laws and regulations.”

Maintaining learner discipline in school, according to Makendano (2016), is not a one-man show; it necessitates a collaborative effort from other interested stakeholders in education such as religious leaders, security forces, parents, psychologists, learners, doctors, teachers, school counsellors, disciplinary committee members, school board members, and the Education Ministry. In this vein, the replies of the aforementioned participants appear to show that including other stakeholders is one of the finest ways they use to preserve learner behavior at their schools. According to Meador (2017), it is the indomitable obligation of all stakeholders to

enhance the learning environment and preserve the school community. In support of Meador (2017), Gichohi (2015) stated that managing learner behavior in higher learning institutions is a difficult task that requires the participation of everyone. It goes without saying that everyone involved in the education of learners in a school must work together and have a common understanding when it comes to disciplinary issues. As evidenced by the literature, all stakeholders, including parents, students, teachers, counselors, and police, must collaborate in order to maintain a school as a place where good teaching and learning may take place. The need of motivating all stakeholders in school by involving them in decision-making regarding issues connected to learner behavior was acknowledged by Glasser's theory of choice (Aboluwadi, 2015). Non-forced discipline is at the heart of the Glasser theory of learning behavior. He shows misbehavior as a bad option and correct behaviour as a good one, and he encourages teachers to establish classroom rules (together with the consequences for breaking them) and to engage students in this course. According to Glasser, Lilemba (2018), the ideal of quality education cannot be realized without the active participation of all stakeholders in education. In support of Lilemba (2018), Mushaandja (2016) believes that Glasser's choice theory of the necessity acknowledges the significant power of inspiring learners in schools as well as involving them in making decisions about matters linked to their discipline.

To be able to engage in free learning, Amutenya (2016) thought that learners must be permitted to discover ways to achieve self-actualisation, self-assurance, and self-improvement through the choice theory. As a result, a combination of excitement and counseling for students may be appropriate for working with difficult students at school. Furthermore, Hamm (2018) indicated that incorporating other stakeholders, such as students, is one way to reduce violence in schools and reduce the number of dissatisfied students. Stakeholders such as learners, teachers, parents, teacher counsellors, members of the security services, and school board members, according to Kapueja (2014), should be part of education transformation in their schools because their key tasks are laid out. Given the failure of the line ministry, in particular, to change the education policy on discipline and apply stronger tactics to reduce positive annoyance in all Namibian educational institutions (Cawood, 2017).

Involving Learners in Drafting of School and Classroom Rules

Managing student discipline necessitates including students in the creation of school/classroom norms. Teachers usually design and implement classroom and school regulations with their students during the first week of the school year. The views expressed above are consistent with those expressed by participant 7, a female teacher from school B, in an open-ended qualitative questionnaire explaining that, *“Including the learners during formulating of school regulations is significant in managing ill-discipline in our schools and study classrooms”*. This allows teachers to tell students when they make a mistake, which helps to maintain discipline. The school and classroom regulations serve as a guideline for both teachers and students in preserving proper school behavior. There should be standards in place at school and in the classroom to guide students' behavior; otherwise, there would be chaos and confusion. Another participant 4, a male department head at school A, made the following observations:

“We should make our learners to participate in formulating/drafting of school and classroom rules as this will make them feel valued recognised and allow them to take more responsibility and ownership of these rules”.

As a result, it's critical that students participate in the creation of both school and classroom norms. According to Koki (2015), one of the finest techniques teachers may use to manage learner behavior in schools is to involve students in the creation of school and classroom rules and regulations. Teachers and students must collaborate while designing,

managing, and revising school rules, according to Mushaandja (2016). Learners will generally only follow rules that they have devised in this regard. According to participant 12, a male administrator from school C, the following statements were made: *“Our learners should be freely engaged in drafting school rules and when designing decisions that directly affect them”*. Woolfolk (2016) suggested that if students engage in the creation of school and classroom rules, they will be more likely to obey such rules than regulations imposed on them by authority. Antonio (2017) urged teachers to avoid making too many because students may find it difficult to recall them all and, as a result, will be less likely to take them seriously. Mushaandja (2016) and Dreikurs (2016) urged teachers and students to collaborate at the start of the school year to plan their school and classroom norms, as well as the consequences that come with them. According to Mohapi (2013), when students are involved in crafting the rules, they would receive a better education because incorrect discipline will be reduced.

Disciplinary Committee

The disciplinary committee was recognized as the best committee with mandatory power to deal with hearings of disciplinary problems of all those ill-disciplined learners at their schools, according to the responses of the participants in this survey. Every school is expected to have a committee to deal with all learner misbehavior at their schools, according to Namibia's Education Act, Act no 16 of (2001). Participant 22 is a female teacher from school F who explained:

“We have developed a disciplinary committee which is mandated to deal with the disciplinary problems of all those ill-discipline learners, where ill-disciplined learners and their parents are called in for hearing and keep records of all learner transgressions.”

According to another female teacher who is participant 16, at school D, added that: *“As part of our strategy, misbehaving learners are referred to the disciplinary committee before that particular learner is referred for counselling”*. Brunette (2018) backed the committee set up to deal with student disciplinary issues in schools. Teachers, according to Mohapi (2007), have the right to utilize basic and clearly stated rules, processes, and penalties for learners to understand. In agreement with Mohapi (2007), Streere (2018) believes that sanctions should be administered through a disciplinary structure. Canter (1997) believes that teachers determine how and when to instill good behavior, and that when students choose to breach these laws, they apply consistent and reliable harmful consequences as a last choice. Canter (1996) suggested that in order for educators to be forceful, they must insist on correct accountable behavior from their students, which is demanded by all stakeholders, including parents, students, and the general public. The assertive theory of canter provided a system for dealing with inappropriate behavior as it occurred; this distinguishes it from other conceptions of discipline. Rather than making value judgments about the learner's personality, the discipline theory focuses on the learner's actions. This idea, according to Andruis (2014), provides a highly effective form of corrective discipline. This also assists instructors in obtaining support from school administration and parents prior to the first day of implementing the plan. Anayo (2014) emphasized that whatever behavior control system a teacher wishes to use must first be discussed with the school administration, as both the administration and the parents should be aware of the proposed method. This will allow parents to understand the teacher's perspective on the importance of noble behavior and its impact on teaching and learning. In support of Anayo (2014), Curwin and Mendler (2018) stated that disciplining with dignity is a beneficial means of assisting proper classroom management, and that the core of punishment with dignity is instruction and building responsible human behavior. Curwin and Mendler's hypothesis helps the investigator in comprehending how teachers can discipline their students while maintaining their self-respect as humans. Mendler and Curwin used the term dignity to convey the importance they place on human life. They claim that the school exists more for the benefit of the students than for the

benefit of the professors (Mohapi, 2013). As a result, it's becoming increasingly vital to devise strategies for preventing discipline issues while also preparing for how to deal with misbehavior if it arises.

Discussion

The goal of this article is to establish the tactics that secondary school instructors in Namibia's Hardap region are currently using to preserve learner discipline and to critically evaluate their success. The data identified eight disciplinary tactics that teachers frequently use in regulating student discipline in their classrooms. Teachers can use a variety of ways to deal with student behavior issues in the classroom (Mutte, 2017). According to Frels (2019), the proactive discipline tactics listed below should be considered for the control of student behavior in schools and classroom situations. Teachers are expected to guide students toward adjudicating their own conduct rather than passing judgment on the actions of others, which encourages students to examine their own behavior (Zaibert, 2016). Teachers should focus on supporting students in accepting responsibility in this area (Ramsey, 2018).

Parental involvement in school activities and aid with their children's homework can help children's academic progress as well as their home-school relationships (Mushaandja, 2018). Teachers should assist in coordinating paternal involvement in school activities. Parents are stated to be essential postures in their children's education and success in life, according to Oosthuizen and Rossouw (2018). According to Woolfolk (2018), the influence of parents is another factor that encourages youngsters to act immorally.

According to Donnelly (2018), general learner discipline problems, including school-based violence, are a phenomenon that plagues most of the developing world, where most countries, including Namibia, have abolished corporal punishment at school in line with human rights agendas, but teachers struggle to implement alternative peaceful discipline measures. "Learners who misbehave or who have transgressed must first be given a warning, and if it does not alter, he or she is recommended for counselling, and if there is no progress, he or she is referred to the disciplinary committee," said participant 4, a male head of department at school A. "Because when we fail as the disciplinary committee, we bring the case to the school board to make a decision," said participant 8, a female head of department. If they fail them as well, refer the matter to the Regional Director, who will make the final judgment, up to the Permanent Secretary of the line ministry." According to Mutte (2017), this backs up the responses of the above participants, who named referrals as one of the most effective tactics for preserving learner behavior at their individual schools. Learners with significant disciplinary problems, as well as those with medical issues such as ear and eye disorders, should be sent to medical professionals, according to the Ministry of Education (2016). Brunette (2018) suggested that if there are students with medical issues, teachers should be informed so that they are prepared to deal with such circumstances. In support with Brunette (2018), Gichohi (2015) stated that monitoring learner behavior in high learning institutions is a group responsibility rather than a one-man show. Rossouw (2018) concluded this section by stating that, since corporal punishment was abolished, many teachers have used referrals, counseling, and detention as possible strategies to maintain school discipline. Dreikurs backed up this claim by stating that the primary strategy for correcting learner misbehavior is to investigate with the learners good stimulating the learner conduct.

According to Woolfolk (2018), the majority of Namibian secondary school teachers are still dealing with a lack of student discipline in their classrooms. According to Morrison (2016), teachers are not allowed to physically punish their students and are expected to design, adopt, and implement certain tactics. Detention is indicated as another approach used by the above

individuals when managing learner behavior at their different institutions, based on their responses. In support of the aforementioned, the Legal Assistance Centre (2017) noted that detention in class or after school is more useful if the learner views it as extra help offered to him or her for his or her own advantage. When it comes to detention, there are several limitations on when it can be used at school. According to Hubbard and Coomer (2017), while this has drawbacks such as requiring a teacher's presence, it also has the specific advantage of emphasizing to parents that their children have been misbehaving, and the detention serves to involve the parents in the reformatory process.

According to Mushaandja (2016), in circumstances where the criminal likes the stay-in, this kind of punishment is ineffective. Canter and Canter (1992) believe that teachers know how and when to teach good behavior, and that when students choose to breach the rules, they utilize consistent and reliable negative consequences as a last choice. Canter (1996) claimed that in order for tutors to remain assertive, they must insist on ethical, responsible behavior from their students, which is required in society. Canter and Canter (1998) stated that punishments do not need to be served in order to be successful, and that negative consequences should be applied every time a student chooses to transgress. Dreikurs (2016) emphasized that instead of using punishment, teachers should employ appropriate alternatives such as detention and suspension referrals. Mutte (2017) closed this section by stating that teachers employ a variety of techniques to deal with student behavior issues in schools, including referrals, counseling, and detention. As a result, we must constantly assess ourselves against these ideals and alter our strategies and approaches as necessary.

It's a good idea to organize youngsters in a U-Shape or in separate groups so that they can see, hear, and converse. Desks can be moved to the back of the class and chairs can be positioned in a semicircle in front of the class when the teacher is demonstrating something (Lilemba, 2015). According to Antonio (2017), once physical punishment was abolished, teachers employed various tactics such as suspension and expulsion to discipline students who had committed either significant or minor offenses. In support of Antonio (2017), Legal Assistant Centre (2018) argued that in Namibia, a student can only be suspended or expelled from school by the school authorities if the learner has committed an offense, and that this can only be done as a last resort after all other options have been exhausted. According to Mushaandja (2016), a learner may be temporarily excluded for minor offenses such as truancy or disrespect for the school authority, while major offenses such as fighting, vandalism, sexual harassment, rape, use of drugs such as marijuana, and use of weapons at school may result in permanent exclusion. According to Lilemba (2018), in Namibia, only the office of the education director has the authority to expel a student from school temporarily, while the lime ministry's executive director has the authority to expel a student permanently (Antonio, 2017). Surprisingly, school principals are suspending students from school without the knowledge of the office of the education directors or the lime ministry. In support of the aforementioned, Amutenya (2016) recommended teachers and school principals to cease from such actions with immediate effect. According to Cloete (2019), six grade 7 boys were suspended from Kronlein Primary School in Keetmanshoop after they were allegedly spotted smoking dagga on the school grounds.

According to Rossouw (2018), the teacher must speak individually with the student to determine the reason for such behavior, and he advises teachers to work together to solve the problem and find an acceptable solution. According to Curwin and Mendler (2018), conversation is used to work out a problem with the learner, and it is the most democratic technique to solve difficulties. "Then, if I have recognized some learners who are significantly generating problems, I would call them aside after the period and talk to them and determine what the main reason of this behavior is," said participant 2, a male teacher at school A. Then counsel and encourage them to concentrate on their future by taking their studies seriously."

Brunette (2017) emphasized that if a student misbehaves, a teacher should pull that student aside and try to talk to them discreetly. She also advises teachers against reprimanding unruly students in front of the class because this can make them hostile. Dreikurs (1968) backed up this argument, suggesting that the best way to remedy learner misbehavior is to investigate with the learners' goal and stimulate their behavior. Dreikurs (2016) recommended instructors and students to collaborate while solving difficulties in order to build their relationships. Mwamwenda (2018) expanded on Dreikurs (2016)'s positive suggestions, arguing that teachers should let the offending student know that they are trusted, and that mistakes are valuable in learning. When talking to students, Mohapi (2013) recommended teachers to say things such, "You've improved, what did you learn from that mistake?"

According to Mwamwenda (2018), the demerit system is a system in which students accumulate points or marks for various offenses such as tardiness, class disruptions, truancy, wandering around the school aimlessly, or any other misconduct. Brunette (2018), on the other hand, defined the demerit system as a system in which a student who commits any transgression files a report as a way of maintaining student behavior, and when the report reaches a certain number of points (300 points), the student is either suspended or expelled from school. Mushaandja (2016) argued, based on Dreikurs' findings, that chastisement is a technique of assisting learners to improve their behavior rather than a punishment. Dreikurs (2016) emphasized appropriate options and that responsibility for individual acts is learned through accommodating the typical or related consequence through these behavioral choices. Dreikurs (1971) offers a number of other specific suggestions for how teachers should engage with students, emphasizing that instead of using punishment, teachers should utilize other approaches such as the demerit system and encouragements. In support of Dreikurs (1971), Glasser (2009) believes that chastisement should not be employed and instead encourages teachers to adopt non-forced discipline methods such as engagement and the demerit system. According to Glasser's theory of choice, engagement and the demerit system are two of the most essential tools that teachers can employ to help students improve their self-discipline.

Maintaining learner discipline in school, according to Makendano (2016), is not a one-man show; it necessitates a collaborative effort from other interested stakeholders in education such as religious leaders, security forces, parents, psychologists, learners, doctors, teachers, school counsellors, disciplinary committee members, school board members, and the Education Ministry. In this vein, the replies of the aforementioned participants appear to show that including other stakeholders is one of the finest ways they use to preserve learner behavior at their schools. According to Meador (2017), it is the indomitable obligation of all stakeholders to enhance the learning environment and preserve the school community. In support of Meador (2017), Gichohi (2015) stated that managing learner behavior in higher learning institutions is a difficult task that requires the participation of everyone. It goes without saying that everyone involved in the education of learners in a school must work together and have a common understanding when it comes to disciplinary issues. As evidenced by the literature, all stakeholders, including parents, students, teachers, counselors, and police, must collaborate in order to maintain a school as a place where good teaching and learning may take place.

The need of motivating all stakeholders in school by involving them in decision-making regarding issues connected to learner behavior was acknowledged by Glasser's theory of choice (Aboluwadi, 2015). Non-forced discipline is at the heart of the Glasser theory of learning behavior. He shows misbehavior as a bad option and correct behaviour as a good one, and he encourages teachers to establish classroom rules (together with the consequences for breaking them) and to engage students in this course. According to Glasser, Lilemba (2018), the ideal of quality education cannot be realized without the active participation of all stakeholders in education. In support of Lilemba (2018), Mushaandja (2016) believes that Glasser's choice theory of the necessity acknowledges the significant power of inspiring learners in schools as

well as involving them in making decisions about matters linked to their discipline. To be able to engage in free learning, Amutenya (2016) thought that learners must be permitted to discover ways to achieve self-actualisation, self-assurance, and self-improvement through the choice theory. As a result, a combination of excitement and counseling for students may be appropriate for working with difficult students at school. Furthermore, Hamm (2018) indicated that incorporating other stakeholders, such as students, is one way to reduce violence in schools and reduce the number of dissatisfied students. Stakeholders such as learners, teachers, parents, teacher counsellors, members of the security services, and school board members, according to Kapueja (2014), should be part of education transformation in their schools because their key tasks are laid out. Given the failure of the line ministry, in particular, to change the education policy on discipline and apply stronger tactics to reduce positive annoyance in all Namibian educational institutions (Cawood, 2017). As persons acting in loco parentis, teachers have a significant role to play in creating a secure learning environment in order to promote effective instruction, which is the school's core duty (Belle, 2017).

Dean (2018) emphasizes the importance of a positive and friendly interaction between a teacher and a student. According to Dean (2018), every learner should feel accepted, and the teacher should be interested in each learner's growth. The student-teacher interaction should also be healthy. A pupil who is frequently mocked or beaten is terrified and loses focus in class. Friendship among students should be encouraged and fostered by teachers. According to Smith (2019), as a teacher in the classroom, you should be aware that you are working with students that have unique variances that affect their classroom performance. Every child in the classroom should be treated with respect and provided for. Make use of courteous language. This aids in the creation of a conducive environment for teaching and learning. Learners are individuals with their own preferences, dislikes, interests, and emotions. Some are quick to understand things, while others are difficult to learn. When working with students, all of this should be considered. Many teachers, according to Jackson (2018), forget that it is the teacher, not the students, who is to blame when students get everything wrong. If the student hasn't picked up anything, it's because the teacher hasn't taught.

Results

Punitive tactics do not add considerably to positive learner discipline, according to the findings of this study. It is clear from a critical examination of their implementation that secondary school teachers should reconsider their current techniques in order to fulfill their essential duties and obligations in controlling student behavioural problems in secondary schools. They must employ the most effective management practices that have proven successful in the industrialized world.

The teacher cannot succeed in the classroom on her or his own; she or he requires the involvement of other stakeholders as well as the school's immediate outside community. This is due to the fact that learner discipline is a complicated and diverse issue (Belle, 2017). One of the most effective techniques teachers may use to reduce student behavior in schools is to involve students in the creation of school rules and regulations. Koki (2015). Woolfolk (2015) proposes a package of laws aimed at secondary school students: Bring all of the things you'll need to class. The type of pen, pencil, paper, note book, and text books must be specified by the teacher. When the bell rings, get in your seat and get ready to work. When the bell sounds, many professors combine this regulation with a normal class routine, such as a warm-up exercise on the board or a requirement that students have paper with a correct heading available. Everyone should be treated with respect and politeness. Fighting, verbal abuse, and general mischief are examples of this. The teacher is included in this group. Respect the property of

others. Teachers are encouraged to engage in democratic interactions with students. In this approach, instructors should act as facilitators rather than masters in the classroom. This is in line with Charles (2017), who advised teachers to employ democratic leadership styles in the classroom and discouraged teachers from using autocratic leadership styles. As a result, teachers must provide firm direction but not encouraging disobedience (Sonn, 2016), and students should be permitted to make decisions while simultaneously being informed that they are expected to take responsibility for their actions and face the consequences. Learners will develop self-discipline in this manner (Cotton, 2016; Griffin, 2017).

Conclusion and Suggestion

The way stakeholders view the concept of learner discipline and the tactics they use to effectively manage this challenge should alter.

Traditional approaches to learner disciplinary management should give way to proactive rather than reactive approaches. To address the problem of a lack of discipline, it is advised that evidence-based disciplinary measures or interventions be implemented.

The Ministry of Education, Arts, and Culture should ensure that all discipline policies are amended or replaced with new ones that provide clear, effective, and straightforward alternatives to corporal punishment, assisting school administrators in dealing properly and effectively with learner disciplinary problems in schools, which has become a source of concern for all stakeholders.

At the pre-primary, secondary, and university levels, the Ministry of Art, Culture, and Education should update the curriculum and introduce subjects such as religious and moral education. Teachers should go to the homes of their students to see how they live. Makendano (2019) emphasizes that this will allow teachers to gain a better understanding of their students' familial backgrounds and better manage them.

Teachers should include students and their parents in the development of school and classroom regulations. "Curriculum and educational interventions that have been proved to be helpful for most learners based on scientific research that use empirical methodologies, including rigorous and appropriate data analysis, have been applied to a large study sample and are repeatable," according to the definition (Belle, 2017). Adopting and implementing researched-based tactics that have proven to be successful elsewhere is always prudent and wise, yet they must be contextualized to be effective. The Ministry of Education, Art, and Culture should assess how far they can be implemented within the current legislative and political framework. Furthermore, not only learners' rights should be protected by the law, but teachers' duties and responsibilities should also be educated by the law, particularly when living in the social setting of their schools.

Antonio (2018) suggests that the ability to help learners learn and monitor their progress be monitored, and that learners' learning needs be monitored and that learners be given the opportunity to speak or read while the instructor listens intently, so that the teacher can correct the learner. The most effective technique to keep track of development is to grade students' work (Mushaandja, 2016). This aids teachers in identifying students who require encouragement and counseling. There should be some kind of record keeping (Brunette, 2017).

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