

Examining indiscipline among learners in Khomas education region: A case study of circuit one

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Abstract

The research explored factors that contributed to learners' indiscipline in secondary schools in the Khomas education region of Namibia. The study employed a case study of four secondary schools. A qualitative research approach was used to collect data using a multi-case study research design. Sixteen participants were selected on the basis of purposive sampling, while eight were chosen using convenience sampling. The study's findings were in line with the deficit models and revealed factors that contributed to learners' indiscipline as located within the individual learners, the parents, the society, the school system, and the school itself. In order to curb indiscipline among learners in secondary schools, it is important to take disciplinary measures and review the purpose of education in the light of Ubuntu ethics of care. In so doing, the schools would then be seen as a part of the wider community, in which people care for each other and act in a reciprocal way.

Keywords: decolonial, discipline, misbehaviour, positive discipline, stakeholder, school board, marginalisation

Background to the study

Multiple studies have been done on learner indiscipline in schools from researchers in diverse nations ranging from the developing to the developed nations (Ngwokabuenui, 2015; Jinot & Ravi, 2020; Institute of Education Sciences, 2024; Gyan et al., 2015; Department of Education, 2024). Most of these studies have adopted Eurocentric approach that utilises a deficit approach and very few have adopted an indigenous and post-colonial approach to the study of school discipline in Africa.

It is that theoretical gap that this research intended to fill by using decolonial and post-colonial approaches. School is seen as suitable avenue for transforming individuals to become productive and valuable members of the society. This transformation allows an individual to make significant contributions to the development of the country given the appropriate skills and knowledge imparted on them during schooling. Grooming learners is one of the core functions schools seek to execute successfully. This is because only disciplined individuals can meaningfully contribute to the political and socio-economic growth of the country. Whether schools perform these tasks optimally for producing disciplined individuals remains to be seen, given the fact that observations reveal that a lot of learners in schools do not demonstrate appropriate behaviours, thus lacking discipline. Despite schools' continued efforts to produce disciplined individuals, there is a significant

increase in learners' indiscipline in schools in the Khomas education region and this trend continues unabated (Aziz, 2009). Signs of indiscipline among learners are manifested by behaviours such as stealing, vandalism, fighting, cheating and disobeying school rules (Denga, 1999). Numerous studies have noted the immanent way indiscipline has impacted schools in different countries in Africa. A study by Mwanike (2018) in Kenya spotlighted the prevalence of indiscipline in schools. Studies by Wolhuter and van der Walt (2020) in South African Schools, Jinot and Ravi (2020) in Mauritius, Ngwokabuenui (2015) in Cameroon fore fronted the challenges of learner indiscipline in schools.

In Namibia, Mwilima and Khumalo (2021) conducted a study in the Zambezi region using the Choice Theory postulated by Glasser (2010). The choice theory holds the assumptions that a learner who is given the latitude to select their behaviour can become assertive and inventive. The study employed a qualitative research approach and a naturalistic approach that sought to comprehend a phenomenon in its natural context. Using this individualistic theoretical framework, the study highlighted indiscipline in schools which took the forms of absenteeism, refusal to accomplish assigned work, use of abusive language among many other forms. The study was conducted in Khomas region, Windhoek. The schools are located in Katutura, an urban settlement that emerged during the colonial

period as a residential area for Africans, who resided there to serve as domestic and menial workers for the white population in the country (National Statistics Agency, 2022). Although, the area has undergone some changes after political independence in 1990, it remains predominantly a working-class residential area.

Statement of the problem

Schools with the help of educational stakeholders are charged with the responsibility of producing disciplined individuals. Learners' discipline is manifested through their demonstration of appropriate behaviour during schooling and after they have left school. Disciplined learners behave according to expectations as set by schools in particular or by society at large. Even though society expects to have disciplined learners at schools, it has been observed that indiscipline among learners schooling in Khomas education region has increased significantly over the past years (Auala, 1998). Learners' indiscipline is demonstrated by their misbehaviour both within the school and outside school with possible negative implications on their academic performance. This study aimed at exploring causes of indiscipline among learners at secondary schools in the Khomas education region and also to postulate remedial measures that can be implemented.

Research objectives

The following objectives were addressed:

1. To investigate the causes of indiscipline among learners.
2. To suggest the possible measures for improving discipline among learners.

Research questions

The study was guided by the following research questions:

1. What are the contributing factors that cause indiscipline among school learners in the Khomas education region?
2. What measures should be taken to curb learners' indiscipline in the Khomas education region?

Significance of the study

The findings of this study might contribute to the existing literature on the specific causes of indiscipline among learners in schools in the Khomas education region. The results of this study might provide positive ways of

improving discipline among learners in schools, which might be beneficial to teachers who have been often reported punishing learners without clear consideration of what made them misbehave, as they seldom tried to understand the motivating forces. Understanding the factors underlying indiscipline among learners would enable teachers to handle learners' misbehaviour appropriately.

To the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC) and policymakers, it is hoped that the findings might provide insights on how to improve guidance and counselling, as well as the teaching of Life Skills education in schools. The MEIYSAC might also see the need to strengthen awareness of programmes such as alcohol awareness, drugs, and bullying, which are currently lacking in most schools. In so doing, this might positively change the similar problems in other schools in the country. The research has theoretical value by utilising decolonial and Ubuntu lenses in the discourses on learners' indiscipline in schools. Thus far, there is no study that the authors have encountered that has theorised on learners' indiscipline from decolonial perspective or Ubuntu lens. It is for that reason that the theoretical gap this work seeks to fill by deviating from deficit models.

Assumption

It was assumed that learners' indiscipline in schools might be linked to the sense of alienation that they confront in schools because of the imposition of a foreign Western educational system. The system that creates a sense of alienation in learners and which also imposes a new value system and legitimises economic disparities, particularly among marginalised groups.

Theoretical framework

Decolonial theory has taken root in many African countries in the last seven years (Hull, 2021). Ndlovu-Gatsheni (2015) explicated decolonial lens as a political and epistemological movement that seek the freedom of people who were previously colonised from global coloniality and epistemic systems. It is a movement that coalesces people who are opposed to slave trade, imperialism, and neocolonialism. The decolonial lens has its genesis in the work of the research underpinned by a decolonial

approach which submits that colonialism has a lasting impact on African systems, structures, and education (Quijano, 2000; Mignolo, 2018). It is averred that the colonial education system has a number of impacts on Africa that contributed to learner indiscipline which includes contributing to cultural dissonance, systemic inequality, identity struggles, and the persistence of Western pedagogical approaches. The colonial education system superimposed on Africa alien values, norms, and epistemic systems which created a sense of disconnect among learners leading to indiscipline challenges (Mignolo, 2018; Hull, 2021). A decolonial lens also perceive learner actions as a form of resistance against the persistence of the colonial structures in schools and the display of authoritarianism by teachers and school principals.

Schools might also contribute to alienation of learners through the practices by educators, which sustains inequality and economic disparities, leading to indiscipline among marginalised communities as they express frustration with the system (Quinjano, 2000). A colonial education system can also instil in learners a sense of identity confusion particularly in a context such as Namibia, which is multicultural and where learners may feel undervalued and their sense of self-esteem eroded. Finally, the practices that have roots in Western didactic practices which promote passive learning and adherence to strict regulations can contribute to learners' disengagement and consequently indiscipline. Decolonial theory was employed in this work as a reaction to deficit theories that explicate indiscipline of learners as a consequence of their social economic background or other personal factors (Patton & Museus, 2019; Valencia, 2010; Kundu, 2014).

Deficit thinking has been dominant for over a hundred years, but a critique of its assumptions is only about 20 years. Gorsik (2010) averred that deficit ideology refers to any view that explains and justifies inequalities by foregrounding deficiencies within communities that are marginalised or individuals. At the same time, deficit thinking neglects socio-political environment that such as systemic racism, economic disparities that privilege some people and allow them to have greater access to quality education. Deficit thinking has been largely utilised to explain indiscipline among learners by associating it to socioeconomic status of the parents, race or

residential location. The second theory that underpins this study is the Ubuntu theory. Ubuntu is a lens that reflects the cosmology of the Bantu people who live in sub-Saharan Africa in the past (Chakabwata, 2023). It is noteworthy that the colonial system was instituted in Namibia, as in other countries in order to exercise control over other people. After independence in 1990, the government introduced reforms that were motivated by the goal to reform the education system and make it inclusive. Mugumbate and Nyanguru (2013) points out that Ubuntu is "an African philosophy that places emphasis on being human through other people" (p. 82). It has been succinctly captured in the words '*I am because we all are*'. Ubuntu affirms that we become human by embracing the humanity of others. Multiple terms have been employed to epitomise the term of Ubuntu which includes benevolence, solidarity, compassion, reciprocity among many others. The paper argues that transforming schools' climate into a culture that is shaped on Ubuntu value, might help reduce indiscipline in schools as learners subordinate their needs to those of other people within the school communities.

Literature review

Factors contributing to learners' indiscipline

There has been extensive research relating to indiscipline in schools. This research has addressed a wide variety of issues and provided a comprehensive body of knowledge. The standards of discipline were also reported to be degenerating in India. According to this report, there was a need to find a lasting solution to the problem of indiscipline. It was concluded that addressing indiscipline might enhance learners learning outcomes and make schools more effective (Naidoo, 2011). School indiscipline has been over time an issue of concern for educators, policymakers and the public at large (Paul, 2009). Indiscipline is a behavioural disorder that is classified as an act of delinquency (Kiprop, 2012). Just like lying, stealing and playing truant or running away from home, it is often the cause of a lot of mental emotional and also physical damage (MacDaniel, 2005). Zubaida (2009) identifies various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting / assaulting, stealing, rioting, sexual activities and many other social vices. According to Kounin (2008) indiscipline

among learners manifests mainly in various unruly behaviours exhibited by students in and outside the school like violence, street fighting and hooliganism, truancy at school, improper dressing even when they wear their uniforms, moral laxity, gambling and other immoral acts. Jinot and Ravi (2020) noted that schools were facing consistent pressure to change and adapt to the new needs of learners. Furthermore, in Mauritius there has been multiple cases of indiscipline in schools taking the form of abuse, 44 grievous attacks on staff, false reports being made by learners against staff, false allegations were also levelled by family members against staff and there is increasing apathy among staff leading to attrition (Jinot & Ravi, 2020). The challenge of indiscipline in schools has reached an epidemic level impacting multiple stakeholders.

The Institute of Education Sciences (2024) in the United States, asserted that during 2021 - 22 school year 857,500 incidents of violence behaviour were recorded and 479,500 nonviolent incidents were recorded in public schools. The same report added that in multiple high schools going up to 71%, at least a single incident of learners distributing drugs or possessing drugs was noted, 34% were implicated in the use of alcohol and 18% were indulging in the use of prescriptive drugs. Other reasons for the increase in indiscipline among learners have been attributed to the rise in the "number of children with emotional and behavioural problems and indeed there are more psycho-social disorders in childhood and referral to child guidance services have increased (Kilpatrick, 1998).

Zubaida (2009) averred that in Nigeria indiscipline took the guise of truancy, tardiness, insulting, violence against peers or teachers and rioting among many other improper behaviours. Ajibola and Lukman (2014) added that lack of parental involvement is a major cause of indiscipline in schools. Moreover, indiscipline is noted to have its genesis in the community and not in schools. Indiscipline is also linked to children who come from marginalised family backgrounds, who may feel a sense of alienation from the school education system (Odebode, 2019). This explanation seems to align with decolonial view which perceives indiscipline as being related to the imposition of alien values and education system that lead learners to feel a sense of identity confusion. Other factors that have been perceived as

contributing to indiscipline in schools include peer influence, school environment where learners disrespect each other, a curriculum that fails to offer learners opportunity for self-development and growth in self - esteem. Wolhuter and An der Walt (2020) expounded that in South African schools, discipline has become immanent, as demonstrated by daily reports in the newspapers in the country. In South Africa, one incident of indiscipline that was captured on video, shows a learner throwing a book at a teacher (Dlamini, 2018; Slatter, n.d.). Incidents of indiscipline range from stabbing of teachers, stabbing of peers, by learners, and fights among learners leading to death. At times indiscipline displays a nexus between a school and the community, as was demonstrated by one incident, at Klipsruit West Secondary School, where a community protest against racial impropriety, culminated in the community taking over a school and managing it, until the government appointed a new school principal and removed all the teachers (Wolhuter & An der Walt, 2020).

Incidents of gangsterism, use of drugs and gambling took place on the school grounds during the turmoil related to the protests by the community at Klipsruit West Secondary School. A synthesis of studies taken over more than two decades explicate causes of indiscipline as being linked to learner related variables, teacher related variables, and society and parent related variables (Wolhuter & An der Walt, 2020; Idu & Olugbade, 2011; Zubaida, 2009; Odebode, 2019; Mishra & Verma, 2024). In Namibia as in other countries indiscipline is motivated by learner factors, school factors, societal and parental factors. Upindu (2012) in a study of factors that contributed to indiscipline in the Khomas Region, averred that factors that contributed to indiscipline were varied ranging from discipline regime in schools' environment, home and school engagements, among a multitude of factors. Upindu enumerated forms of indiscipline in secondary schools in Namibia as unruly behaviour by learners, lack of motivation, dynamics related to societal changes such as family breakdown, and declining influence of parents at family level. In addition, learners' indiscipline might be an outcome of the variance between the way the learners are socialised and the schools' norms and values and also an inflexible school curriculum.

Strategies to curb indiscipline in schools

Multiple scholars and researchers have postulated the measures that can be implemented in order to curb indiscipline in schools. Upindu (2012) opined that parents have to play an active role in the education of their children which varies from supervising them when undertaking homework, ensuring that the act in way that is consistent with school norms and values, and that they participant in extra curriculum activities. Upindu added that key stakeholders such as members of the school board must be acquainted with the legal frameworks that are designed to enforce discipline in schools. Legal Assistance Centre (2016) foregrounded the necessity of employing strategies that were aligned to the Constitution of Namibia and international conventions on the rights of the child. There is a significant group of educators and other stakeholders who suffer from nostalgia on the use of corporal punishment in schools in spite of evidence that such practices violate the rights of the child and may have far reaching effects on the learners' development, in the long term (Upindu, 2012; Dhlamini, 2018; Legal Assistance Centre (2016).

The Universal Declaration of Human Rights (UDHR) foreground the importance of upholding human dignity (United Nations, 2025). Article 3 of UDHR says "everyone has a right to liberty and security of persons" and article 5 declares that; "No one shall be subjected to torture or to cruel and inhuman or degrading treatment and punishment". The Convention on The Rights of the Child, Article 3 asserted the rights of the child to care and protection (Assembly, 1989). The constitution of Namibia endorses the rights of children to care and protection and outlaws the use of corporal punishment (Republic of Namibia, 1991). Ashioya (2015) opined that indiscipline can be curtailed by establishing clear grievance procedures for handling cases of indiscipline, provision of guidance and counselling services, and extra academic work.

Padayachee and Ntombizandile (2022) noted that some practitioners employees the use of authoritarian leadership style which entails the use of reinforcement for appropriate behaviour and coercive power to curtail anti-social behaviour. Another approach that was employed by educators was a laissez-faire attitude that was constructed on the premise that learners ought to have autonomy over their actions and the teacher may only intervene if

necessary. Padayachee and Ntombizandile (2022) submitted that an approach that is inclusive and encompasses all stakeholders has the potential to maintain discipline in schools and creating an acceptable learning climate. Other measures postulated by Padayachee and Ntombizandile to curb indiscipline in schools include institution of a code of conduct at school level, establishing communication with learners in order to establish rapport, use of assertive discipline, which enforces the class as a place of learning, use of restorative discipline, including learners in the design of forms of acceptable behaviour and consequences for breaking them.

The legislative framework in South Africa enables members of the school board to set up a code of discipline for schools (Letuma, 2024; Sindiswa & Vusi, 2022; Zondo et al., 2023). Additionally, Zondo et al. (2023) indicated that indiscipline in schools may be curtailed through the use of practices that promote positive discipline have no harmful effects on the learners psychologically, sociologically, verbal on the learners. Muhia (2019) explicated the use of positive discipline, involves the teachers being alert to incidents of indiscipline by learners and then utilising them to impart the ideal behaviour. Positive discipline is constructed on the premise that learners have a pathological need for validation if they feel rejected, they become aggressive and if they feel validated, they feel great.

Research methodology

The research was based on an interpretivism research paradigm. An interpretivism research paradigm emerged as a reaction to modernity and post-positivism (Creswell, 2009; Chakabwata, 2025). A qualitative research approach was used to examine indiscipline among learners at four secondary schools in the Khomas education region in Namibia. The qualitative research approach allows the researcher to be involved in the study with the participants and discover the truth from the participant's perspective (Lincoln & Guba, 1985). The study employed a multiple case study research design (Gustafsson, 2017). A multiple case study research design allows the possibility of a wider investigation of a phenomenon. Multiple case study research also enables the development of a more persuasive theory (Gustafsson, 2017). Evidence that is gathered from multiple cases is held to be reliable. A multiple case study has benefits

which includes the collection of data from many sites using the same research procedures and protocols. In this case data was collected from four secondary schools in the Khomas Region in Namibia.

The population of the study and sampling methods

Table 1: The sample used in the study

	Learners	Teachers	School principals	Members of school board	Total
School A	2	2	1	1	6
School B	2	2	1	1	6
School C	2	2	1	1	6
School D	2	2	1	1	6
Total	8	8	4	4	24

The teachers, school principals, and members of the school board were selected on the basis of purposive sampling. The four principals by virtue of them being managers of their schools were also purposively selected. A chairperson of the school board from each school was selected on the basis of purposive sampling. Purposive sampling means that each participant was selected on the basis of their knowledge of the issue under investigation (Saunders et al., 2019). Purposive sampling involved the selection of a sample from learners, teachers, school principals and chairpersons of the school board, which enabled participants in this research to be selected from different backgrounds and thus enabling heterogeneous sampling.

Convenience sampling refers to the selection of participants who are readily available to take part in a study (Saunders et al., 2019). In this case data was selected from two learners at grade 10 who were available at school, when data was being collected by the researcher. A list of the junior secondary schools in the Khomas region was obtained from the Regional Education Office. The top four schools with highest statistics in learners dropping out and expulsion were selected using purposive sampling (schools 1, 2, 3, 4).

Research instruments

Open-ended questions were used to collect data from learners, school board chairperson, learners and teachers and six unstructured interviews were held with two learners, two teachers, one member of the school board and one school principal. This gave the informants the opportunity to express their ideas using their own words instead of having to fit their

This study employed two types of sampling, namely, purposive sampling and convenience sampling. Purposive sampling is the selection of participants on the basis of their typicality and knowledge ability pertaining to the subject of study (Burns, 1994).

thoughts and understanding into pre-set categories determined by the researcher. Interviews were used for the researcher to get the story behind the participants' experiences.

Findings

Common types of indiscipline behaviour in Khomas education region schools

This theme refers to the types of indiscipline among learners as narrated from the participants' perspectives. Participants were asked to state the common indiscipline behaviour occurring at their respective schools, the following were given; alcohol and drugs abuse, learners missing examinations, fighting, bullying, absenteeism, lack of interests in academic work and disrespecting teachers and those in authority at school as the common indiscipline problems occurring at their respective school.

Factors influencing indiscipline among learners

The themes pertain to the factors underlying indiscipline among learners as narrated by the participants. Participants were asked to state the factors that caused indiscipline in secondary schools.

Psychosocial factors

These are factors that affect the learners' state of mind. The parents/guardians respondents from the interview indicated that lack of parental engagement contributes immensely to learner indiscipline. This was summed up by one parent from school C who asserted that "*one of the major challenges has been family breakdown and lack of parental support in creating discipline in schools.*"

The majority of the learners cited lack of discipline as a consequence of schools that are located in areas where crime is high and where there are many bars making it difficult for learners to value education. One learner from school A averred that “*too many bars in the areas where schools are located contribute to challenges regarding learner discipline.*” The majority of the teachers submitted that broken homes and other social factors contribute to learner indiscipline in schools. One teacher declared that “*challenges at family level such as poverty, lack of role models, broken homes tend to contribute to unruly behaviour at schools.*” One school principal from school D added that “*some learners come from abusive households, and they might start using drugs and alcohol early to deal with family pressures.*” The overall trajectory of the data obtained from participants indicated the importance of a stable family background and home environment to ensure discipline in schools.

School factors

These are factors within the school that are discovered to be influencing learners’ indiscipline behaviours. Many of learners expressed dissatisfaction with the current frameworks to enforce discipline in schools. One learner from school A indicated that “*regulatory frameworks must be stringent to ensure that learners who fail conform may face consequences in order to protect other learners and teachers.*” Most of the participants indicated that teachers in the four schools also contribute to indiscipline by their actions. This was summed up by one parent from school D who explicated that “*inability to serve as role models, treating learners in a way that is not fair and displaying ineffective leadership styles such as showing bias that favour some learners at the expense of others.*” A school principal from school A noted that “*at times schools are not consistent in enforcing discipline, making it difficult to enforce discipline as learners may perceive these inconsistencies and also act in a way that is unruly.*” Some teachers at all the four schools indicated that schools are not enforcing school rules making it difficult to have discipline in schools. Teachers at school A, B, C and D noted a dearth of skills among teachers to manage school discipline without using force. One teacher at school D added that “*teachers lack competencies to enforce*

disciplinary measures that are consistent with the policy framework that upholds children rights to enforce discipline in schools.” Learners at school A, D and C indicated some of the forms of indiscipline that occur at the school level included use of drugs, insulting teachers, tardiness, truancy and bullying. A learner at school D indicated that “*at times some learners arrive at school after the first subject on the timetable has already been taught.*” Most of the teachers at school A, B, C and D complained about a lack of motivation among learners who do not value performance great performance in their work. A teacher at school C asserted that “*lack of motivation contributes to learner tardiness, use of drugs and alcohol, bullying of other learners, truancy among many other deviant forms of behaviour.*”

Parental support

Most of the participants agreed that lack of parental support and involvement contributes to indiscipline in the four schools. Teachers and principals that participated in the study felt that it was important to get the support of parents in disciplining learners. Some parents were willing to come to school to discuss the behaviour problems of their children. A teacher from school B said that “*some parents visit the school and make valuable suggestions on how to discipline learners.*” School principal from school C indicated that “*some parents refuse to cooperate with the school management in addressing discipline issues related to their children. They take the side of their children against the school management and in indirectly reinforcing antisocial behaviour of their children.*”

Societal factors

The majority of teachers in the four schools indicated the effect of peer pressure on learner indiscipline. One teacher averred that “*peer pressure, may arise from other learners or friends in the community who may encourage substance abuse and other antisocial behaviour.*” A teacher at school C indicated that “*learners at times are caught with drugs at school and in some instances they sneak to bars that are close to the school to buy alcohol.*”

Consequences of indiscipline behaviours

This theme outlines the end results of indiscipline as observed among learners.

School principal from school A, opined that “*Indiscipline compromises learning in schools and learners' performance as teachers time is directed towards managing indiscipline at the expense of learning*”. A teacher at school B also echoed the same sentiments when he said “*in instances where indiscipline focusing on bullying of other learners, the victim of bullying may refrain from attending school which mighty culminate in the learner dropping from the school system.*” A teacher at school D declared that “*indiscipline at schools also undermined the mental health of teachers and learners.*”

Disciplinary procedures currently in places

The study revealed that there were several procedures schools were using to address indiscipline in their schools. School principal A indicated that “*the major form of discipline used in schools included suspensions and expelling of learners.*” One teacher at school D indicated that “*the school depended largely on the use of counselling and use of expulsion of learners who refuse to conform to school norms.*” A parent at school D indicated that “*the school had initiated a drug and alcohol awareness programme because the school had noted that some of the learners' discipline issues were linked to substance abuse. At our school we are trying to avoid the use of learner suspension.*” A teacher from school C expounded that “*at our school we identify people to identify learners who display deviant behaviour with other learners who conform to the school discipline code so that they can learn appropriate behaviour from their peers. The learners would also be in a position to learn from each other appropriate behaviour and also collaborate on academic work.*”

A school principal at school B declared that “*At our school we hold detention programmes on Saturday where learners who display unruly behaviour can stay at school under supervision of their parents and they have to complete their academic work.*” A teacher at school C indicated that “*at our school we introduced bullying awareness programmes and it has the aim of raising awareness of teachers, learners and parents on the challenge of bullying.*” A learner at school D indicated that at their school there has been a rise in cases of learner violence at the school. The learner added that in order to address this issue has introduced a programme that allows the parents to visit the school frequently.

Discussions

The findings of this study indicated indiscipline in schools as being situated within the context of psychosocial factors, school factors, parental variables and societal variables. The forms of indiscipline that were noted are the use of drugs, tardiness, use of alcohol, bullying, lack of motivation in their studies among many other forms. The findings of this study are collaborated with the work of other researchers such as Upindu (2012) who adduced that indiscipline linked to related factors such as learner factors, home factors and school factors. Wolhuter and An der Walt (2020) indicated a case of a community taking over administration of a school in South Africa, due to allegations of racism in the appointment of the school principal.

A case that foregrounded community factors as it led to a period of anti-social behaviour within the school as learners had no one to guide them. This also aligns with decolonial approach in this study, which foregrounds how communities may engage in actions that undermine the work of the school due to a sense of marginalisation and also lack of identification with the mission and agenda of the school. The anti-social behaviour could be perceived as the manifestation of behaviour that rejects the school as reflecting values that are not in sync with those of the community in which it is located either due to the nature of the curriculum, epistemic and pedagogical practices and policy practices that strengthens a sense of alienation. The study noted that on most occasions learners' anti-social goes unpunished in most schools, a factor that might attributed to a lack of skills on the part of the teachers to tackle indiscipline in schools and an absence of schools' code of conduct.

Recommendations

In the light of the above observations, the following recommendations are postulated for possible consideration and implementation by educational stakeholders. It is vital that school leaders collaborate with school board to establish a code of conduct within schools that can inform learners' behaviour.

- Teachers should be trained on more contemporary and dynamic ways of dealing with indiscipline which include the use of assertive discipline and positive discipline in schools.
- The schools should establish clear communication channels, for the learners

and parents to be aware of the expected appropriate behaviours.

- It is also vital that the views of communities that are marginalised are taken into account when planning school curriculum in order to ensure that the sense of alienation is ameliorated among learners and to reduce apathy.
- It is important for communities' sentiments to be taken into account when critical decisions are being undertaken within schools so that they don't feel that the school is upholding some colonial or imperial agenda, but it exists in the community to promote the needs of both parents and learners.
- In line with the ethics of care in Ubuntu, the schools must promote an ethic of care based on Ubuntu that takes into account the needs of all people in the community who includes parents, learners, administrators, teachers and school principals.

Conclusion

The study observed that schools in the study were confronting challenge of learner indiscipline. The causes of this indiscipline are widely explored in literature and range from absenteeism, use of drugs and a propensity towards the use of violence against peers or educators. The article submitted that a decolonial lens must be employed in order to comprehend the multifaceted nature of learner indiscipline in schools. Finally, it was noted that schools must use a plethora of measures to deal with learner indiscipline within the context of a decolonial lens and Ubuntu philosophical lens.

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