

**RHODES UNIVERSITY
EDUCATION DEPARTMENT**

**Teachers' perceptions of behavioural problems
manifested by Grade 11 and 12 learners in three
Namibian schools.**

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

Master of Education

of

Rhodes University

by

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December 2013

ABSTRACT

In Namibia today few learners with behavioural and learning problems are within special schools as most are placed within the mainstream school system. Placing these learners within the mainstream system is part of the policy of Inclusive Education (IE) because it argues that this would benefit these learners and also save resources. IE is concerned with addressing barriers to learning and behavioural problems are regarded as one of these barriers. IE argues for a series of new approaches to the diagnosis and response to learners with behavioural problems. This poses challenges for teachers in mainstream schools.

Teachers are at the forefront of this situation as they are usually the first to observe and experience the behavioural problems in the schools and are expected to respond appropriately. They find this situation both challenging and problematic. This research explores a sample of teachers' perceptions of learners' behavioural problems. To collect in-depth information, this study followed a qualitative approach with a case study design. The data were collected through semi-structured interviews, supplemented with observation and document analysis. The study consisted of fifteen respondents: three principals, three teacher counsellors and nine teachers from the three selected schools.

This study illuminates the types of behaviour that teachers encounter, the impact of these behaviours, the factors seen as contributing to these behaviours, and how teachers and the school system deal with these behaviours. In addition the study applies Bronfenbrenner's bioecological model (1992) to explain how the behaviours manifested by Grade 11 and 12 learners, and identified as problematic by teachers, are part of an interconnected nested social system.

The results from the study indicate the manifestation of behavioural problems to be common occurrences in secondary schools are evident, amongst others, through fighting, bullying, substance abuse, truancy, and disrespect of teachers and authority. The teachers pointed to the prevalence of these problems as well as the serious impact such problems have on these learners, their fellow learners, and on the teachers. The teachers identified a complex array of what they saw as contributing factors located within the school, peer groups, family and home

circumstances, the local community, as well within the national education policy, the economy and society. The study points to some specific, as well as broader, lessons and opportunities for action both for those managing the education system at the national level and for schools and teachers.

ACKNOWLEDGEMENTS

Firstly, I would like to thank God, The King of Glory for the strength, hope, courage and perseverance throughout this long and challenging journey. No thesis comes together without the assistance and involvement of many people. I would therefore like to thank, and acknowledge the role played by, the following individuals and institutions.

- My supervisor Professor Di Wilmot and co-supervisor Professor Pat Irwin, for guiding, supervising and encouraging me. There were times when I felt despondent and they always encouraged me to see the light at the end of the tunnel. Their constructive comments and advice shaped and led to the development of my academic writing and professional growth. Their tireless academic guidance and support is highly appreciated. May their lives be crowned with success.
- The school board of Ogongo Combined School and Omusati Educational Region for granting me study leave. I am also indebted to Ms Fenni Fiina Tulonga Iitula and Wilhelm Shapaka who volunteered to act in my position without reimbursement. They are heaven-sent.
- The three schools and all the respondents who, amidst their tight schedules, granted me the opportunity to observe and conduct interviews with them.
- Mr Robert Kraft, for his patience, sense of humour and, most importantly, the immense social and academic assistance he provided. Mr Kraft made my stay in Grahamstown memorable; staying with him was home away from home.
- My sisters Liina, Hilde and aunt Naambo for their support to my family during my absence.
- My mother, for always regarding me as her little girl and carrying me in her prayers.
- Ms Veronica Daniels for the illustrations in the form of the pictures.
- Mrs. Olivia Penehafo (Mukwanangandu) Pohamba for being a friend and a sister from another mother. She made my stay in Grahamstown worth remembering.
- Lastly, but most importantly, my husband Petrus Akawa for taking full responsibility for the family during my absence and for providing all sorts of support during this journey.
- My children, Junior Ester and Junior Petrus, deserve a big thank you for bearing with me being an absentee mother.

DEDICATIONS

This research is dedicated to my husband Petrus Iikango Akawa, my children, Junior Ester and Junior Petrus, for enduring my absence. They are the best things that ever happened to me.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
IE	Inclusive Education
ETSIP	Education and Training Sector Improvement Programme
MBEC	Ministry of Basic Education and Culture
MEC	Ministry of Education and Culture
MoE	Ministry of Education
MOHSS	Ministry of Health and Social Services
MLRR	Ministry of Lands, Resettlement and Rehabilitation
NPC	National Planning Commission
PPCT	Process Person Context Time
OVC	Orphans and Vulnerable Children
SADC	Southern Africa Development Community
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER 1

AN OVERVIEW OF THE STUDY

1.1 Introduction

This research is a qualitative case study of Namibian teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners. It seeks to understand how Namibian teachers' perceptions of behavioural problems are located within a nested social system in which there are different yet interconnected influencing factors (Bronfenbrenner, 1992). The purpose of this chapter is to outline the context of the research and to describe the problem as well as the personal, national, and international interests that influenced my choice of the topic. It further outlines the conceptual and methodological orientation of the research.

1.2 Background to the study

As an underlying principle of Namibia's post-apartheid education, Namibia's Education Reform Process embraces Inclusive Education [IE], which aims at addressing inequalities and barriers to learning (Namibia, Ministry of Education and Culture [MEC], 1993). Further, Namibia based its educational reforms on educational goals of access, quality, equity and democracy (Namibia, MEC, 1993). The *Education for All policy* [EFA] (Namibia, MEC, 1993) and the *Education and Training Sector Improvement Programme* [ETSIP] (Namibia, Ministry of Education [MoE], 2007) have guided the formulation of a Namibian Draft Sector Policy on Inclusive Education.

Namibian education policy identifies and categorises behavioural problems as one of the many barriers to learning, located within the ambit of IE, which is seen as addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from education (United Nation Education Scientific and Cultural Organisation [UNESCO], 2005). The latter seeks to expand the access and provision of quality education especially for educationally marginalised learners. It aims to build an understanding of differentiated learners' needs, interests, talents and beliefs, by presenting all learners with equal opportunities to build their self-worth, potential skills and talents (Namibia, MoE, 2011, p.2).

1.3 Problem identification

Although the Ministry of Education has embarked upon reforming the education system to address barriers to learning, there still appear to be mountains of barriers towards the realisation of the provision of quality EFA, of which behavioural problems among learners is one (Namibia, MEC 1993, Namibia, MoE, 2011). Within the Namibian context, learners with behavioural problems continue to pose a challenge to their schools, teachers, other learners and to the broader community. Currently, in Namibia, as reported at teachers' conferences and in the media, the most difficult part for teachers at school and in classrooms is not presenting the subject matter, but handling chaotic and disorderly schools and classrooms.

According to Di Gioulio (2000, p.4) teachers are left with the responsibility of creating conducive environments for effective teaching and learning, which are free from disruptive behaviour. This, however, makes the role of teachers more problematic, in particular when classrooms and schools become uncontrollable (Lewis, 1999, p.1). Studies conducted in Namibia by Nespect (2006) and Sam (2011) revealed the presence of behavioural problems among Grade 11 and 12 learners, evidenced by common occurrences for learners' suspension from schools and or hostels, and in some cases imprisonment, due to inappropriate behaviour, in particular that of violence and vandalism.

In the field of research, one selects a topic that one has an interest in, as stated by Morse (1994) cited in Wilmot (1998, p.3) who contends that "the key to selecting a qualitative research topic is to identify something that can hold one's attention over time." I have therefore selected this topic that investigates teachers' perceptions of behavioural problems manifested by the Grade 11 and 12 Namibian learners as it holds not only my personal interest, but also the national and international interest.

1.3.1 The personal interest

In my 16 years of teaching, I have worked in a special school for blind and deaf children, as Head of Department at a junior secondary school and currently as a Principal at a combined school offering Grades 1-12. Through my experiences, I am aware that behavioural problems are common occurrences in schools, more specifically at senior secondary schools. I have served on

school disciplinary committees for several years and on a school board. I have therefore personally experienced and observed the difficulties and challenges in schools emanating from behavioural problems. Based on the latter, I feel it is important to gain insights on how teachers perceive behaviour problems as manifested by learners.

Although the presence of behavioural problems in secondary schools is widely acknowledged in Namibian schools through conferences, meetings and in the media, no evidence can be found of research on teachers' perceptions of what they see as behavioural problems and how they deal with them in the context of Inclusive Education. I have found only two Namibian studies of learner behavioural problems: one focused on working with learners with emotional and behavioural difficulties (Nespect, 2006) and another investigated the nature of bullying in secondary schools (Sam, 2011). Thus there seems to be a gap in the literature in this field. Since teachers are the people who make learning possible, understanding their attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom is of crucial importance (Engelbrecht, Green, Naicker & Engelbrecht, 1999, p.70).

In seeking as it did to understand how teachers see and interpret behavioural problems, this study may provide insights useful for the on-going development and implementation of IE in Namibian secondary schools. The study will also contribute to the literature in the field of IE in Namibia. It is also hoped that the findings will point to areas of further investigation.

1.3.2 The national interest

The Namibian policy on education focuses on the provision of education to all. It acknowledged, however, that it was faced with a challenge to develop pedagogical strategies which make this possible for learners with different abilities and those experiencing barriers to learning (Namibia, MEC, 1993). Further, it is noted that reforming education from a system that was characterized by inequalities, injustices and tensions, to an inclusive system that brings equity as well as quality to the education of all learners, is a daunting challenge (Zimba, Mowes & Naanda, 2007, p.40). Moreover, it has also been brought to light that successfully including learners experiencing barriers to learning requires many changes. Thus the mere physical presence of

learners experiencing barriers to learning, such as behavioural problems in the classroom, does not guarantee their involvement in class and school activities (ibid).

The Namibian Ministry of Education, informed and guided by international policies and conventions, has embraced the policy of IE, aimed at addressing all learners' needs, providing quality education to all learners in the same setting, and using the country's limited resources effectively (Namibia, MEC, 1993; Namibia, MoE, 2007; Namibia, MoE, 2011). Also, it recognizes that all children, including those exhibiting behavioural problems, need educational support which should be an integral part of every school and the work of every teacher (Namibia, MEC, 1993, p.131; Namibia, MoE 2011, p.3). Throughout the Namibian education system, it is assumed that everyone has the ability to learn and it is therefore up to the schools and teachers to create conditions that are conducive to learning as well as organising and guiding such environments for all learners. (Namibia, MEC, 1993; Namibia, MoE, 2007).

1.3.3 The international interest

In the last two decades the IE movement has become internationalised and there has been a growing consensus that all children have the right to be educated. As stated in Hunt (2011, p.462), “the year 1990 welcomed both the *Convention of the Rights of the Child* and the *World Declaration on EFA*, a six-goal framework that supports access to education to all children around the world, and has been subscribed to by 191 nation states”. The rise of human rights has led to the establishment of laws that ensure peoples' fundamental rights and to the re-evaluation of educating all learners in the same settings (Engelbrecht et al., 1999).

Further, the *Salamanca Statement and Framework of Action* (UNESCO, 1994) and other international conventions and policies on special education make a strong case for IE. They provide a unique opportunity to place inclusive education on the agenda of national governments (Werheimer, 1997). Increasingly, more attention has been focused on the benefit of inclusive education, as it is now internationally accepted and recognised as an answer to effectively addressing barriers to learning and fully providing quality education to all learners (Ahsan & Mullik, 2013).

Internationally, IE has become the key strategy of the EFA movement of the United Nations which aims at changing the educational practices to the system that provides equal opportunities to all students (UNESCO, 2000; Peters, 2007). From this perspective, an IE framework is seen as providing a vision for all students to belong and learn together as a community in regular classrooms of their neighbourhood and community schools. Further, the principle of IE emphasises the importance of educating and accommodating all learners irrespective of their physical, intellectual, social, emotional or other conditions (UNESCO, 1994; Porter, 2008).

1.4 The Research Goals and Orientation

1.4.1 Research goals and questions

The goal of this study is to investigate, with a view to understanding:

- Namibian teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners.
- How teachers' perceptions and learners behaviours are located within a nested social system in which there are different but interconnected influencing factors.

To achieve the goals indicated above, two important questions frame the study:

- What are Namibian teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners in selected schools?
- How can an ecosystemic perspective, specifically Bronfenbrenner's bioecological model (1992) as adapted by Swart and Pettipher (2011), help us to understand the behaviour manifested by Grade 11 and 12 learners which teachers perceive to be problematic?

1.4.2 Research design and process

Guided by the research goals and questions, the study adopts a qualitative case study design with an interpretive orientation. According to Merriam (2009, p.11) qualitative researchers are interested in how individuals in the study interpret their experiences and construct their worlds, as well as in the meanings they attribute to their experiences. Expanding on the latter, Cohen, Manion & Morrison (2011) explain that the interpretive paradigm provides the opportunity for the researcher to understand and interpret the world from the participants' lived world.

Data were generated through semi-structured interviews, observations and document analysis aimed at providing a form of triangulation to ensure validity and reliability of the data and findings. Qualitative data analysis was done to identify themes, categories and regularities (Terre Branche, Durrheim & Painter, 2006; Cohen et al., 2011). The data were analysed in two phases. The first phase looked at teachers' perceptions of behavioural problems as collected; the second phase applied Bronfenbrenner's bioecological model as a heuristic tool that helps in understanding how the perceived behavioural problems are located within the social nested system.

1.4.3 Namibian school system

The Namibian school system involves 13 years of schooling: five of lower primary (Pre-Primary - Grade 4), three of upper primary (Grade 5 - 7), three of junior secondary (Grade 8 -10) and the last two of senior secondary (Grade 11-12). Of significance to this study is the fact that there are many secondary boarding schools in Namibia. The Oshana Region has six boarding schools that house both junior and senior secondary learners. However, the capacities of the boarding facilities cannot accommodate all learners and so there are many day learners. While some of these learners live with relatives, the majority live in any available unsupervised type of rented accommodation close to the schools. The extent to which this affects the behaviour learners' exhibit at school and shapes teachers' perceptions is discussed in Chapter 5.

1.4.4 Research sites

This study took place in the Oshana region of Namibia, a country on the south-western corner of Africa, which shares borders with South Africa in the south, Botswana in the east, Angola in the north, Zambia in the north east and is bounded by the Atlantic ocean in the west. Namibia is a member of the Southern Africa Development Community [SADC]. The country is divided into 13 regions, among which is Oshana. Figure 1 below is a map of Namibia, indicating the 13 administrative regions that existed at the time of undertaking this research.

of 51 218 learners, of whom 1 573 are in pre- primary, 17 430 in primary, 23 434 are in combined schools, while 10 350 are in secondary schools. Oshana has a total of 2 105 teachers, of whom 669 are in the primary schools/phase, 974 in combined schools and 462 in secondary schools, where this study was carried out.

1.5 The structure of the thesis

The thesis is structured as follows:

Chapter 2, Literature Review: This chapter reviews international and national literature on inclusive education and behavioural problems, which is pertinent to this study.

Chapter 3, Theoretical Framework: This chapter describes and justifies the ecosystemic perspective used as the overarching theoretical framework of the study. It explains how the study draws on complexity theory and Bronfenbrenner's mature bioecological model (Bronfenbrenner, 1992) as adapted by Swart and Pettipher (2011) for the data analysis.

Chapter 4, Research Methodology: This chapter accounts for the qualitative case study method used in this study. It describes the research process and choice of schools and teachers that participated in the study and explains how data were generated, analysed and interpreted.

Chapter 5, An analysis of teachers' perceptions: Flowing out of, and linked to the first research goal, this chapter presents and discusses teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners in relation to the literature.

Chapter 6, An analysis of how the behaviours teachers perceive as problematic are located in a nested social system: The focus of this chapter (which is linked to the second research goal) is on understanding how teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners are located within a nested social system. I describe how I have adapted and applied Bronfenbrenner's bioecological model (1992) for the analysis.

Chapter 7, Synthesis and Conclusion: In this chapter I synthesize what emerged in the study in order to identify the lessons learned. I acknowledge the limitations of the research and critically reflect on the research process.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The focus of this study is on teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners. This chapter reviews the literature pertinent to the study. It starts with a discussion of IE from international and national perspectives. However, given that Namibia is still at the policy development and implementation stages, it must be noted that only limited literature is available for Namibia. In this chapter behavioural problems as a barrier to learning are discussed, based on the typologies, factors influencing and shaping behaviours as well as the impact of behavioural problems related to teaching and learning. Factors influencing teachers' perceptions of behavioural problem are also discussed in this chapter. Lastly, the chapter discusses the preventative and responsive strategies for learners' behavioural problems.

2.2 Inclusive Education: International perspectives

The focus of IE is to reform the education system in order to fit the learners, rather than expecting the learners to fit the system. It further rejects the notion that those learners who cannot fit in will be excluded from the system (Ahsan & Mullik, 2013, p. 152). The process of IE is aimed at "offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, while eliminating all forms of discrimination," (UNESCO, 2009, p. 18).

The international perspectives on IE are mirrored in Namibia. Namibia is a signatory to the following international agreements and policies, which promote IE: the *United Nation Conventions on the Rights of the Children* (1989), which outlines the right to education and training of all children; the *Jomtien World Declaration on EFA* (UNESCO, 1990), that highlights the commitment to child-centred pedagogy whereby individual differences are accepted as challenges and not as a problem. In addition, other international policies and conventions such as *Salamanca and Framework for Action* (UNESCO, 1994) which obliges schools to accommodate all learners, irrespective of their physical, intellectual, social, emotional, linguistic or other conditions, and the *Dakar World Education Conference, EFA* (UNESCO, 2000), which

highlights and re-states the importance of IE, have also paved the way for the implementation of IE (UNESCO, 1994; Haihambo, 2010).

2.3 Inclusive Education: Namibian perspectives

2.3.1 The development of Inclusive Education in Namibia

IE was introduced after Namibia gained independence in 1990. It aims to do away with the then two systems of education: special education and regular education. The movement towards the introduction and implementation of IE in Namibia stems from both national and international policies and agreements (Namibia, MEC, 1993). The government of the Republic of Namibia also came to see IE to be an approach that is vital to the achievement of *EFA* (Namibia, MoE, 2011).

2.3.2 Inclusive Education policy frameworks

IE policy in the Namibian context refers to a policy that aims at contributing to the achievement of the goals of “Education for All” through a holistic framework for learning and participation, with a specific focus on those learners who, for one reason or another, have been and are educationally marginalised (Namibia, MoE, 2011, p. 4).

To achieve the ideal of IE, the Ministry of Education has embarked on policy reviews and changes to ensure access to *EFA*. The national policies viewed as the driving force behind the introduction of IE are: the *Constitution of the Republic of Namibia* (1990), which guarantees the rights of education for all learners; the *National Policy on Disability* (Namibia, Ministry of Lands, Resettlement and Rehabilitation [MLRR], 1997) which ensures that all children and youth with disabilities have the same rights to education as children without disabilities. This policy further re-iterated the Salamanca principles of inclusion: *Namibia National Plan of Action for EFA 2001-2015* (Namibia, MoE, 2000) which prioritizes equitable, access, quality teacher education and support.

In addition, there are other national policy documents: the *Education Act*, No 16/2001 (Namibia, MoE, 2001) which stipulates that all learners irrespective of their abilities or social background have the right to receive quality education; *Vision 2030* (Namibia, NPC, 2004) which recognizes that the education and training system is the key to national development and growth; The *Education and Training Sector Improvement Program [ETSIP]* (Namibia, MoE, 2007) was also

established to address key education weaknesses, which further provide a platform for a *Draft Sector Policy on Inclusive Education*. Furthermore, the *Education Policy for Orphans and other Vulnerable Children* [OVC] (Namibia, Ministry of Gender Equality and Child Welfare [MOGECW], 2008), which focuses on promoting child-centred education and child-centred leadership in schools, was also established. This also underscores the dignity of every learner and every primary caregiver.

2.3.3 Conceptions of Inclusive Education in Namibia

In Namibia, prior to the introduction of IE, the concept was known as Special Education, which had a distinctive view of disabilities and in the Namibian context at the time was also overlaid by race policies (Haihambo, 2010). These learners were provided with separate education systems in separate schools, as it was believed that learners experiencing barriers to learning are incapable of benefiting from the mainstream education and will potentially disturb others. Before independence, with the exception of few special schools that were established by church-based organisations, most of the special schools were a privilege of the white minority (Haihambo, 2010, p. 24).

In spite of IE being a principle adopted by the Namibian Education Reform process, as evident in *EFA* (Namibia, MEC, 1993), the concept is still not well understood by stakeholders in the education system such as policy makers, school principals, teachers, parents and communities in Namibia (Zimba et al., 2007, p.21). Because of a possible lack of conceptual clarity, it was not appreciated that all children can learn in the same educational settings (Zimba et al., (2007, p. 42). Part of the problem of understanding may rest in the country's past of segregating this class of learners and the racial segregation of education (Namibia, MEC, 1993).

2.3.4 IE policy development in Namibia

The *Draft Sector Policy on Inclusive Education* (Namibia, MoE, 2011), as we have seen, emerged from a number of national and international conventions, and is still in draft form. This Policy (Namibia, MoE, 2011, p. 1) defines IE by adopting the definition of UNESCO (2005) as:

a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and

reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

The *Draft Sector Policy on Inclusive Education* aims at paving the way for all children to learn and participate fully within the mainstream schools and to create a learning environment which is accommodating and learner-centred (Namibia, MoE, 2011, p. 3). The main objectives of this policy are:

- To expand access to and provision of education especially for educationally marginalised learners.
- To support learners with a wide range of individual abilities and needs in compulsory as well as pre- and post-compulsory education.

The *Draft Sector Policy on Inclusive Education* (Namibia, MoE, 2011, p. 6) is guided by the main principle of identifying and addressing challenges and barriers to learning within the education system, aiming at contributing to the goals of “*Education for All*” through:

- Creating and developing an inclusive education sector.
- Developing capacity at national, regional, circuits, clusters and school levels.
- Developing and ensuring an inclusive cross-directorate approach to planning, programme development and implementation.
- Re-orienting teacher education and offering institutional support.
- Engaging schools and communities on the issues of human and educational rights.
- Expanding access to education at all levels.
- Ensuring inclusion as early as possible (in the early childhood development and education phase).
- Diversifying the curriculum and creating a positive climate for diversity.

- Creating greater flexibility in assessing and examining, putting in place regulations on concessions
- Developing and strengthening the cycle of collaboration and support on inclusion.

Despite there being a belief that IE benefits all stakeholders in education (UNESCO, 2005), Namibia is still faced with many barriers and challenges in its efforts to transform and restructure education that was characterised by disparities, inequities and tensions (Zimba et al., 2007, p. 44). Of particular significance to this study, the *Draft Sector Policy on Inclusive Education* (Namibia, MoE, 2011, p. 21) locates behavioural problems under barriers to learning, which falls under the continuum of Inclusive Education.

2.4 Defining behavioural problems

The focus of this study is not on behavioural problems *per se*; rather it is on teachers' perceptions of behavioural problems.

A review of literature reveals a lack of consensus in defining the term 'behavioural problems'. Different terms are used by different researchers. These include, *inter alia*, an emotionally and behaviourally disturbed child, a socially maladjusted child, a socio-emotionally deviant child, a behaviourally disturbed child, a child with challenging behaviour, and a behaviourally deviant child (Engelbrecht & Green, 2001; Kapp, 2002; Clough, Garnier, Parech & Yuen, 2005; Heward, 2008; Bornman & Rose, 2010; Prinsloo & Gasa, 2011). In this thesis, the terms behavioural problems, challenging behaviour, inappropriate behaviour and indiscipline are used interchangeably.

Further, the typologies of behaviour are mostly classified in terms of their severity, characteristics or frequency (Conray & Brown, 2006). The behavioural manifestations of learners with emotional/behavioural problems occur along two dimensions: (externalized) acting out behaviours and (internalized) of a child (his/her emotions) (Kapp, 2002; Clough et al., 2005; Heward, 2008). Some learners may however exhibit both internalized and externalized behavioural problems. This study focuses on the externalized behaviours which commonly pose challenges to teachers in schools and disrupt lessons (Prinsloo, 1998; Kapp, 2002; Clough et al., 2005; Heward, 2008). Meanwhile, Emerson (2001, p. 7) explains that the definition of

behavioural problems depends on social rules concerning what constitutes suitable behaviour in that setting, and the ability of the person to give a rational account for his or her behaviour. It also depends on beliefs held by other members in the setting about the nature and source of the behaviours. Further, the capacity of the setting to manage any disruption caused by the behaviour is also considered.

By contrast, Harcombe (2001) and Bornman and Rose (2010) criticize the definition of learners' behavioural problems based on the medical model, which label a child as the sole cause of the problems. They emphasise that behavioural problems should not be viewed as something within a child, but a broader perspective that looks at how the environment impacts the problem should be taken into consideration. Moreover, Harcombe (2001, p. 214) argues for challenging behaviour to be explained in terms of goodness or poorness of fit between an individual's personal characteristics and his or her environment, but not as a problem within a child always.

It is evident that there is no all-encompassing definition of the notion of behavioural problems. However, guided by Heward (2008), this study describes and discusses behavioural problems as behaviours characterized by behavioural or emotional responses in school settings that are different from what is appropriate for a particular age, cultural or ethnic norm, which adversely affects educational, social, vocational or personal performance.

2.5 Types of behavioural problems in schools

An increase in the prevalence of behavioural problems in schools has been noted not only in Namibia but in the international arena as well. It has drawn the attention of researchers in countries such as the United States of America (Tomczyk, 2000), Australia (Giallo & Little 2003); South Africa (De Wet, 2003); Botswana (Moswela 2006); Namibia (Nespect, 2006) and Nigeria (Idu, Ojedapo & Olugbade, 2011). In SADC, where Namibia is located, and in countries such as South Africa, the prevalence of violence, shown by the use of drugs, gangsterism and shootings, use of abusive language, physical attacks and vandalism have been reported to have reached an unmanageable level (Maphosa & Mammen, 2011).

Moreover, behaviours such as answering back to teachers, being noisy, swearing, viewing pornographic materials, dodging of lessons and lack of co-operation from learners have also been identified as problematic in schools in different national contexts (Harber, 2001; Zulu, Urbani,

Van der Merwe & Van der Walt, 2004; Moswela, 2006; Maphosa & Mammen, 2011). These behavioural problems are perceived to interfere with the teaching and learning process, infringe the rights of other learners to learn, stress teachers and lead to poor academic performances (Vakalisa, 2011, p. 367-370).

However, the degree and prevalence of behavioural problems differs with contexts and countries. Tan and Yuanshan (1999), for example, acknowledge that their country (Singapore) is experiencing learners' behavioural problems in schools; however they observe that their situation is not as bad as that of the western countries. The extent to which these behaviours are perceived as problematic in Namibian schools will be discussed in Chapter 5.

Although the following typologies and categories of behavioural problems are seen as separate strands, they are linked and interrelated, thus in most cases are manifested along with each (De Wet 2003, p. 93). The types of behavioural problems found and discussed in literature are in three categories: *off task and disruptive*, *disrespect of authority and teachers*, and *violence and aggressive behaviours*. These are discussed next.

2.5.1 Off-task and disruptive behaviour

Off-task behaviour is characterised by learners not engaging with the work set and given by the teacher as they are engaged in something else, learners playing with their pens or other equipment in a class, moving around the classroom, daydreaming and fiddling, or neglecting academic work (Nespect, 2006; Idu et al., 2011). There seems to be a close link between off-task and disruptive behaviour, as they all impede the smooth running of classroom teaching and learning activities. Gordon and Browne (2004, p. 639) describe disruptive behaviour as merely "inappropriate behaviour," while Mabeba and Prinsloo (2000, p. 24) refer to it as behaviours that are linked to disciplinary problems in schools, that have an impact on the teaching and learning process as well as the fundamental rights of other learners. These types of behaviours can further be characterised (Tan and Yuanshan, 1999) by calling out in the class or making excessive noise, and removing the possessions of others. Behaviours such as talking to and disturbing others while busy with their class activities, disobedience, talking out of turn and cursing, complaining and arguing excessively are also indicated as being disruptive. (Marais & Meier, 2010; Maphosa & Shumba, 2010; Maphosa & Mammen, 2011)

It is evident that these clusters of behavioural problems can affect the teaching and learning process, given the fact that they disrupt the teaching and learning environment by re-directing the attention of the teacher and other learners (Lewis, 1999; Idu et al., 2011).

2.5.2 Disrespect of teachers and authority

This is another challenging behaviour identified in the literature (De Wet, 2003; Masitsa, 2008; Idu et al., 2011,). According to Idu et al. (2011, p. 729), “the respect which teachers command among students has been seriously worn-off.” This is shown by learners giving rude answers when spoken to or ignoring teachers’ requests and instructions. It also includes learners being uncooperative (Masitsa, 2008).

The literature finds misinterpretation of human and children’s rights within the context of discipline to be another contributing factor towards disrespect of teachers and authority (Maphosa & Shumba, 2010, p. 395). Further, Masitsa (2008, p. 240) indicates the need to stress the limitations of these rights, for them not to interfere with the rights of others. In addition, teachers feel disempowered in their inability to maintain discipline in schools in the absence of corporal punishment. It is a widely acknowledged factor that since the abolishment of corporal punishment, learners take advantages of teachers, as to them no other punishment is equivalent to the pain of corporal punishment (Masitsa, 2008; Maphosa & Shumba, 2010).

According to Marais and Meier (2010) the possible reasons for disrespect can be traced back to the home environment. Being driven by the lack of ethical role models in the communities, lack of respect for parents, and lack of discipline at home are considered the main reasons for this.

2.5.3 Aggressive and violent behaviour

This is defined as “a means of outward reaction or the acting out of an inward emotional state”, (Montgomery, 1990, p. 128), while the World Health Organisation [WHO] (1996, p. 4) defines it as “an intentional use of physical force or power, threatened or actual, against another person or group of people.” The majority of the researchers have reported being most concerned about violent and aggressive behaviours among learners as manifested in bullying, vandalism, substance and drug abuse, fighting or assaulting others including teachers (De Wet, 2003; Sam, 2011; Maphosa & Mammen, 2011).

As evident from the literature, there is no single factor singled out as giving rise to violence and aggressive behaviour in learners (De Wet 2003, p. 97; Donald et al., 2010, p. 223; Vakalesa 2011, p. 367 and Nel, Nel, & Hugo, 2012, p. 15). Amongst others, factors such as poverty, low socio-economic conditions, unemployment, family disintegration, availability of drugs and alcohol, and the inability of teachers to deal with learners' behavioural problems are all regarded as possible contributing factors to violent behaviours (De Wet, 2003; Donald et al., 2010; Nel et al., 2012; Ncontsa & Shumba, 2013).

According to Niemann, Marais, and Swanepoel, (2011), these aggressive and violent circumstances such as fighting, bullying, vandalism, substance and sexual abuse are reported to be further aggravated by disorganised areas in townships and inner cities. In the same vein, De Wet (2003, p. 96) and Sam (2011, p. 32) could not agree more with this widely discussed issue, that violence in schools has become increasingly more serious and poses a threat to the teaching and learning environment of South Africa and Namibia. Niemann et al. (2011, p. 365), links it to the South African context of violence and aggression. Namibian press reports point to a growing trend of senior secondary learners' indiscipline and violence. This is evident in acts of learners' involvement in gangs that fight and sometimes stab each other. A trend of learners under the age of 18 hijacking cars has also been reported in Namibia recently (Thomas, 2012).

According to De Wet (2003), although the media such as newspapers, games, films and fiction are very important, they seemed to glorify violence, which to some learners is an indication of power, thus they practice it at school. Sharing a similar view, Marais and Meier (2010) indicate that learners learn a lot by copying behaviour they find around them such as by watching television, playing computers and video games, which are deemed to influence young people. It is also observed that violence could have a negative impact on learners' progress and development, as it could give rise to anti-social and delinquent behaviour which in turn may give rise to criminal behaviour (Barnes, Brynard, & De Wet, 2012).

Among the violent and aggressive behaviour types, bullying and fighting are indicated to be the common behavioural problems in schools (De Wet 2003; Niemann et al., 2011; Sam 2011, Maphosa & Mammen, 2011). Bullying is defined as "intentional, repeated hurtful acts, words or other behaviour such as name-calling, threatening or shunning committed by a child or children,"

(Niewenhuis et al., 2007, p. 218). According to Niemann et al. (2011, p. 366) bullying is categorised as follows:

- Physical actions: these involve kicking, hitting, pushing, scratching and destroying personal property.
- Verbal actions: these include swearing, threatening, teasing, and racism, sexual and belittling remarks.
- Relationship-destroying actions: excluding others, persuading others to reject or exclude an individual or group, spreading rumours and intimidation.
- Cyber-related actions: this includes sending of nasty e-mails, text messages and insulting remarks on social network sites.
- Psychological actions: these are when learners manipulate others, ignore them, intimidate them and provoke anxiety.

Bullying of all types has really taken centre stage in secondary/higher schools (Moswela 2006; Sam, 2011; Ncontsa & Shumba, 2013). In Namibia, this is evident through several incidents, such as one that sparked debate and sent shock waves throughout the country, when a 13 year-old girl was sexually abused on school premises. She was also forced to model naked while her bullies were taking pictures which they later placed on Facebook. (“stripping school girls” 2012).

Vakalesa (2011, p. 366) elaborated on the importance of the use of social networks by adolescents:

Adolescents vent their feelings in cyberspace. These tools enable them to stay socially connected, organise their social lives and express their fears and frustrations, unfortunately this also involves some potentially dangerous experiences.

In summary, all the typologies and categories of behavioural problems discussed above can be viewed as threatening the effectiveness of teaching and learning environment. Drawing from the literature and personal experience, the manifestation of these inappropriate behaviours poses a great challenge to schools and communities if not properly addressed. That these types of behaviour disturb the class routine, may lead to poor academic performance, failure, stress on

both learners and teachers and, worst of all, learners dropping out of schools, is an indication that they have a great impact on learning (Stella & Kitty, 2011; Nieman et al., 2011).

2.6 Factors influencing and shaping behaviour

Numerous studies have indicated that behavioural problems are caused by a variety of factors (Lewis 1999; Kapp, 2002; De Wet, 2003; Donald et al., 2010; Stella & Kitty, 2011; Prinsloo & Gasa, 2011; Swart & Pettipher, 2011; Niemann et al., 2011). When dealing with such behaviours, it is therefore very important to recognize that there are likely to be a number of interrelated factors shaping and influencing the behaviour. These could be in-built in the individual (intrinsic), or extrinsic in the broader social context or external systems in which the individual functions (Marais & Meier, 2010). As argued by Johnson (2008, p. 6), “schools and their systems are also structure-determined as they adapt to changes within social, economic, and political contexts while embracing learning from, and developing from systemic memory integral in the system.” Thus what occurs in the school is a reflection of the many layers of the environment where it is located.

According to Lewis (1999, p. 10) the intrinsic and extrinsic factors are not only interwoven, but interact as well. This concurs with Farrell’s (1995, p. 5) viewpoint that it is not possible to pinpoint either the intrinsic or extrinsic factors as the sole cause of behavioural problems, as they are always in interaction with one another. Factors seen as shaping, influencing or giving rise to behavioural problems are discussed in the next section.

2.6.1 Intrinsic factors

According to Harcombe (2001); Prinsloo and Gasa (2011) and Nel et al., (2012) learners’ behaviour can be influenced by intrinsic factors. These are factors such as hearing or vision impairments; medical conditions such as autism, learning difficulties or psychological conditions which include low self-esteem and difficult temperament. As indicated by Janet (2007, p. 32), learning difficulties may also lead to behavioural problems, especially in cases when a child is struggling to access learning. This leads a learner to become bored and frustrated, develop feelings of anxiety and failure, to lose confidence and develop a less positive self-image. This may result in anger and distress with the learning process. Consequently, a learner may manifest challenging behaviour to distract the learning process in order to hide his problem (Nespect, 2006).

Senior secondary schools need an understanding of the developmental stages of adolescent learners relevant to behaviour. Adolescence is described as the time in a person's life between childhood and adulthood (Montgomery, 1990). This is regarded one of the challenging periods in human development. Erickson as cited in Donald et al. (2010, p. 62) explains that:

The central challenge during this stage is for the adolescent to come to terms with whom he is and where he is going. With physical maturation, adolescents try to gain independence from family constraints and to associate strongly with peers. They need to search for their own role in the world. They do this by establishing their independence, and also by establishing special interests and competencies, orientations to the world of work, sexual identity, and self-image, and by making deeper more lasting friendships.

It is further noted by Nieman et al., (2011) that adolescence is characterised by curiosity, need for belonging, and need for recognition and power. If not addressed, these needs may lead to anger and frustrations and eventually manifest in behavioural problems. Sharing a similar sentiment, Gerald and Berzonky (2003) indicate that the frequency and prevalence of behavioural difficulties rises dramatically in adolescence and declines in early adulthood. This further concurs with Nespect (2006) and Sam (2011), who remark that many learners with behavioural problems in Namibia are adolescents in secondary school. They acknowledge that some of these learners might be battling with self-identity and lacking self-esteem which may impede their learning.

According to Burns (1982, p. 25), adolescent behaviour can quickly give way to conformity and demands for independence. They always seem to understand the social context from their own point of view. In addition, Papalia and Olds (1990, p. 596) observe that adolescents tend to question the values, attitudes and interests of their parents and teachers in search of their independence, which at times leads to conflicts with the teachers, parents and sometimes the law (Kapp, 2002). Further, Fontana (1994) says that a negative self-concept during adolescence is another contributing factor that can lead to a sense of incompetency in learners, giving rise to behavioural problems.

2.6.2 Extrinsic factors

Individuals as social beings are part of the community of family, peers and school. The structure and organisation, practices and relationships within those social systems shape behaviours. This

may precipitate and give rise to behaviours which are perceived as problematic (Donald et al., 2010; Swart & Pettipher, 2011; Geldenhuys & Wevers, 2013). As noted by Prinsloo and Gasa (2011, p. 495) post-industrial South African life in the 21st century is characterized by many changes. Similarly, Namibia's social structures have undergone a radical change in terms of a new tolerance regarding moral views (Nespect, 2006). Factors such as rapid and unplanned urbanization, the introduction of technology, the misinterpretation of rights, peer pressure, the lack of parental guidance and dysfunctional families, lack of sport and recreational facilities, the HIV and AIDS pandemic, and alcohol and drug abuse are regarded as exacerbating behavioural problems. The education system, school and teachers as well as the curriculum are also indicated as factors that may give rise to behaviour perceived to be problematic (Kapp 2002; De Wet 2003; Donald et al., 2010; Nel et al., 2012). These factors are interlinked and cut across the whole social system; the extent to which they are linked and interrelated will be further examined in Chapter 6.

- **Rapid unplanned urbanisation**

Urbanisation is regarded as a major contributing factor to behavioural problems among learners, as many parents or guardians move to town in search of employment and leave children at home alone, (Donald et al., 2010). Echoing this sentiment, Bezuidenhout (2007) observes that demands are often placed on parents to work long hours, being absent from home and taking extra work to supplement the family income. These demands lead to the reduction of the time available to maintain and cultivate family relationships, leaving children to fend for themselves.

- **Introduction of technology**

The world is rapidly changing with the introduction of technology and accessibility to mass media, which may have a great influence on the lives of learners. Television, cell phones, the internet, fashion and the entertainment world are influencing our cultures. According to Prinsloo (1998) societies are confronted with a powerful and often confusing diversity of values through mass media. This concurs with the World Conference on Education for All. UNESCO (1990, p. 37) report that “the mass media have become major agents of learning, even though this learning is usually unstructured, unintentional, and sometimes socially harmful.” According to Maphosa and Mammen (2011, p. 189) South African learners are “addicted to viewing pornography”, and the availability and accessibility of the internet makes it difficult to monitor this ‘addiction’. The

majority of secondary learners are likely to be greatly influenced by the use of cell phones and the internet, and to copy what they see on television (Nieman et al., 2011). In schools where cell phones are banned, learners always find ways to get them into classes and play with them during lessons. It is therefore evident that learners' exposure to technological advancements may influence the manifestation and extent of learners' behavioural problems (Maphosa & Mammesa, 2011; Vakalesa, 2011).

- **Misinterpretation of rights**

Despite the fact that guaranteed rights should be recognised alongside responsibilities, it seems that more emphasis is placed on rights than responsibilities. According to Maphosa and Shumba (2010) educators view the rights given to learners as more than those given to them. They also feel powerless when it comes to disciplining learners. Sharing this view, Donald et al., (2010) and Swart and Pettipher (2011) argue that the interpretation and demand for human and children's rights without the acknowledgement of responsibilities from members of the community can inspire rebellious behaviour, thus leading to degeneration of norms and values.

- **Lack of sport/ recreational facilities in schools and communities**

As noted by Moswela (2006), learners need to relax and refresh after lessons or studying. In the absence of recreational facilities in schools and communities learners tend to indulge in drinking and smoking due to idleness and boredom, which may exacerbate the manifestation of behavioural problems. Lack of sport facilities can drive learners into the street, where they learn inappropriate behaviour.

- **Peer pressure**

Peer pressure also contributes to the manifestation of the behavioural problems among learners. According to Louw and Louw (2007, p. 230), "adolescents have an intense desire to belong, and their social development is characterized by an increased involvement with their peers. Their interactions with peers lead to partial satisfaction of their emotional needs." Also, Mukernji (2001) and Geldenhuys and Wevers (2013) observe that it is vital to have positive relationships with peers for learners' social development and this may have a negative influence on their lives and behaviours. This occurs when children form friendships with peers who exhibit anti-social

behaviour, as it has been established that they are more likely to be involved in a lot of trouble in the community and at school, because of the company they keep (Kapp, 2002; De Wet, 2003; Nespect, 2006; Donald et al., 2010; Swart & Pettipher, 2011; Vakalisa, 2011).

- **Lack of parental guidance and dysfunctional family**

Families are expected to keep parents and children bound together, and to provide children with love and security, as well as physical, moral, emotional and spiritual support (Kapp, 2002; Donald et al., 2010, Pillay, 2011). However, currently families are faced with mountains of challenges which prevent the realisation of living harmonious family lives. Geldenhuys and Wevers, (2013, p. 8) are in agreement with the point that the lifestyle of parents can influence their children's development. Factors such as lack of parental guidance, poverty, violence, alcohol and drug abuse, and psychological deprivation at home are viewed as aggravating learners' behavioural problems and contributing to an escalating cycle of deprivation (Prinsloo & Gasa 2011, p. 493). These factors make it difficult for parents to carry out their tasks effectively (Nespect 2006; Donald et al., 2010; Prinsloo & Gasa, 2011).

According to Pillay (2011), children rely on parents for socialization, as well as for the provision of affection and education. Parents are further regarded as the primary caregivers responsible for their children's social education and self-actualisation. As a result when parents are absent from home, these children are likely to exhibit bad behaviour in school as there is no-one to maintain discipline and instil family values.

In line with these views, Prinsloo and Gasa (2011, p. 490) observed that lack of warmth, acceptance and provision of basic needs to children plays a great role in creating a climate of physical and emotional insecurity, and this leads to hostile and unruly behaviour. In addition, Kapp (2002), De Wet (2003), Bezuidenhout (2007), and Prinsloo and Gasa (2011) pointed at dysfunctional family factors such as divorced or divorcing parents, parental fighting, single parenthood, stressful life experiences and violence in everyday life as also contributing to learners' feelings of insecurity and isolation, which might be manifested in behavioural problems.

Drawing from experience and general observation in Namibia, the quality of parental guidance and education is regarded as a stepping stone towards the acquisition of norms, values, and

behaviour. If a child behaves inappropriately, his or her behaviour is mostly reflective of his/her upbringing.

- **HIV and AIDS pandemic**

HIV and AIDS is the leading factor in the increase of child-headed households and lack of parental guidance in Southern Africa (Namibia, Ministry of Health and Social Services [MOHSS], 2010). According to Wood (2008, p. 181), although the HIV and AIDS pandemic is a medical issue, it is a social problem of massive proportions that concerns everyone. Its consequences have a ripple effect on families, society and governments.

Similarly to other southern African countries, although the population of Namibia is only two million (Namibia, NPC, 2011), the Namibian statistics on HIV and AIDS (MOHSS, 2010) indicate that 180 000 people are living with HIV and AIDS, and this number is likely to have increased since the most recent reports. Enlarging on the impact of HIV and AIDS, Fourie (2010) reports that in Namibia 14 000 children are HIV positive and 26.9% of learners are orphans, the majority of whose parents died from AIDS-related illnesses. This figure is likely to increase.

Further, Nespect (2006), Donald et al., (2010), and Prinsloo and Gasa (2011) indicate that many learners have to take care of their sick parents or of their siblings after the deaths of their parents. These children suffer and struggle to meet their basic needs, which may lead them to be involved in inappropriate behaviour. Schools are also affected by the absenteeism and possible dropout of learners who are from child-headed homes as these learners in many cases have to fend for themselves and play the parental role (Pillay, 2011).

- **Alcohol and drug abuse**

This is another major problem viewed as producing opportunities for the manifestation of behavioural problems. According to Fourie (2010), 60%-70% of Namibian learners are exposed to drunken behaviour and domestic violence at home. This concurs with what Nhongo, a coordinator for the United Nations in Namibia, reported during the commemoration day of the International Day of Alcohol and Drug Abuse. He noted that more than half of Namibian adults consume an average of 10 litres of alcoholic beverages a week (Shivute, 2012). This figure

indicates that alcohol abuse is at a crucial level in Namibia. The other point noted is the availability of shebeens, bars and alcohol in most communities. This is viewed as worsening the situation of abusing alcohol and drugs, as they are made readily available. The absence of parents from home while at shebeens and bars further results in no-one inculcating values and maintaining discipline in children (Shivute, 2012).

According to Fourie (2010), alcohol could be the worst contributing factor to learners' inappropriate behaviour as it can alter the way the mind works. Similarly, in their study on disruptive behaviour in the Foundation Phase of schooling, Maphosa and Mammen (2011, p. 191) reported that "it is when learners are drunk that they are prone to committing other forms of indiscipline." In an incident at a Namibian school, a group of female learners stripped naked in a class full of other learners, while one of their (male) teachers was present. Alcohol was a big factor in this incident ("stripping school girls" 2012). De Wet (2003, p. 93) explains that "substance abuse affects the frontal lobes of the brain areas, which are used when people make judgments and comprehending complex concepts, and this affects learners' ability to make proper judgments." Vakalesa (2011) reports that in many instances, violence occurring in schools, such as fighting, stealing, rape, assaults, gangsterism and behaving aggressively can be directly attributed to alcohol and drug abuse.

- **The education system, school and teachers**

Schools are part of the bigger system, and in order to understand them one needs to understand the whole system (Donald et al., 2010). As argued in Swart and Pettipher (2011, p. 4) "schools do not function in isolation, but are influenced by the economic, political and social developments of the country." Although some learners manifest behavioural problems as a reflection of what goes on in their homes and communities, it is evident that behavioural problems can also result from factors originating in the education systems (policies and practices), schools and teachers (De Wet, 2003; Donald et al., 2010; Swart & Pettipher, 2011).

According to Donald et al. (2010, p. 198), the values and practices of the school play a big role in learners' behaviours. Teachers are regarded as the means between the curriculum and learners' learning, therefore what they do and how they do it – particularly in school – is of great importance. It is acknowledged that learners are influenced by the models they see. De Wet

(2003) shares the view that some teachers serve as poor role models for their learners owing to their stay-away actions, alcohol abuse during and after hours as well as a lack of pride in their work. Concurring with the latter, Idu et al. (2011) argue that if teachers lack motivation in themselves and do not provide good examples, they are not likely to motivate learners to learn and behave.

Echoing a similar sentiment, observations made in Namibian and South African schools indicate that at schools where teachers abuse alcohol and initiate sexual relationships with students, and where violence is modelled through the use of corporal punishment, social problems may be directly modelled on such behaviour (Namibia, MEC 1993, De Wet 2003). On the other hand, Maphosa and Mammen, (2011, p. 192) indicate that “teachers are imitated a lot by learners in the schools and the need for their proper conduct at all times is crucial. Teachers should not be anti-role models who behave so badly that they serve as good examples of what not to do.”

Furthermore, according to Prinsloo and Gasa (2011), the ways in which teachers interact with learners and plan and present their lessons also have important influences on the attitudes and behaviour of learners. This is alluded to in Vakalesa (2011, p. 341), who argues that the teacher’s personality, philosophy and teaching style influence the approach applied to manage and maintain classroom discipline. Factors such as not having clear rules and expectations for appropriate behaviour, inconsistency in school punitive/corrective procedures, infrequent teacher praise and approval for academic and social behaviour may be contributing to learners’ behavioural problems (Prinsloo & Gasa, 2011).

On the other hand, ineffective instruction, lesson planning and classroom management are also highlighted as greatly contributing to learners’ challenging behaviour (Donald et al., 2010; Prinsloo & Gasa, 2011; Vakalesa, 2011). Moreover, Mastropieri and Scruggs (2000) observed that “most teachers schedule and allocate the appropriate amount of time for learning, but in fact, only few teachers actually ensure that their students are engaged in meaningful learning or actively responding during the allocated time. It is further reported that, in some classes, students spend less than 50% of the allocated time engaged or actively responding,” which can be regarded as a significant contributing factor to classroom behavioural problems.

- **The curriculum**

The curriculum is also seen to be contributing to learners' misbehaviour. De Wet (2003) and Donald et al. (2010), acknowledge the importance for the curriculum to be embedded in the context of the children's culture and life world. They further reason that learners who find the curriculum pointless and meaningless, not targeting an appropriate level, or view it as irrelevant to their future work-related needs, eventually distance themselves from the task of learning and may as a consequence display various forms of inappropriate behaviour (Prinsloo & Gasa, 2011).

2.7 The impact of behavioural problems on teaching and learning

Against the background of the literature, behavioural problems among learners have a great impact on the teaching and learning process (De Wet, 2003; Sam, 2011; Geldenhuys & Wevers, 2013; Ncontsa & Shumba, 2013). Both internalized and externalized behaviour act as a barrier to learning, as they can limit the learner's chance of taking part in the school academic and leisure activities (Kapp, 2002; Nel et al., 2010).

Gordon (2011, p. 3) cautions that children who are excluded from education and school because of their behaviour, underperform academically and are at great risk of detachment from education as well as from making positive contributions to society. It has also been argued that persistent poor behaviour in schools can have far-reaching and harmful consequences for all children in such schools (ibid).

According to Heward (2008, p. 219), "most students with emotional or behavioural difficulties perform one or more years below grade level academically." Cullinan and Sabornie (2004) supported the view that two thirds of learners with emotional /behavioural difficulties cannot pass competency examinations for their grade levels. It has further been reported that learners with behavioural problems have the highest absenteeism rate of any group of students and more learners ultimately drop out of school (Nespect, 2006).

The manifestation of learners' behavioural problems poses many challenges to the teachers. According to Giallo and Little (2003, p. 1), teachers believe that they spend a lot of time dealing with behaviour problems compared with time spent on teaching and academic activities. On the other hand, failing to efficiently address behaviour problems may compromise the teaching and learning environment. A study conducted by Ncontsa and Shumba (2013, p. 9) focusing on

indiscipline and in particular on violence reported that school violence has negative effects on learning such as:

- Lack of learning and teaching which leads to poor school attendance and eventually to higher failure rate.
- Learners becoming uncontrollable and difficult to manage.
- Time wasted on conflict resolution meetings instead of learning and teaching.
- High absenteeism and dropout rate.
- Learners who are victims of bullying bunk classes and end up dropping out of school.
- Lack of concentration on the part of the learners because they are afraid of their perpetrators.
- Disobedience, which leads to non-submission of school tasks and doing homework.
- Poor results and unpleasant atmosphere in the classroom.

Not only does violence badly affect learning, it also reflects badly on teaching. Ncotsa and Shumba (2013) further report that effective teaching cannot take place when learners are uncontrollable and ill-disciplined. This also leads to discouragement and low morale of teachers. They are unable to complete the syllabus because of poor attendance and the fact that most of the time is used in dealing with disciplinary cases. The extent to which this negatively impacts the teaching and learning in Namibia will be further explored in Chapter 5 using data from this study.

The manifestation of learners' behavioural problems may also prevent effective teaching and learning from taking place in other ways. This argument is based on O'Brien's (1998 p. 71) statement indicating that inappropriate behaviour prevents children from participating in the curriculum and has a detrimental effect on the learning of other children. In addition, the behavioural problems cause extra demands on teachers or staff members, and hatred of a child who manifests behavioural problems by other learners and the teachers (O'Brien, 1998).

Behavioural problems can further have a detrimental effect on all people involved in the education of a child, as O'Brien (1998, p. 72) elaborates:

The behaviour has a damaging effect on relationship between the school and the person who have responsibility for the child. This may include the destructive cycle of apportioning blame, where the parent blames the school for the mounting problem or the school blames the parent. Parents offer a chronological and contextual insight into the behaviour of their child, and the school cannot afford to dismiss their expertise.

According, to Aziza (2001) and Nespect (2006), this is evident in the increasing number of learners being suspended or expelled as a result of indiscipline. Issues of physical confrontation, theft, substance abuse and pornography are commonly reported (ibid). These may eventually lead to learners experiencing barriers to learning (behavioural problems) and ending up being excluded from education, which is contrasting the IE principles and goals (Namibia, MoE, 2011).

2.8 Factors influencing teachers' perceptions of behavioural problems

This study investigates teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners. The term "perceptions" therefore needs to be understood. According to Quick and Nelson, (1997, p. 84) perceptions is described as "the process of interpreting information about another person," while Rao and Narayana (1998, p. 230) refer to perception as "the process whereby people select, organise and interpret sensory stimulations into meaningful information about their work environment".

Quick and Nelson, (1997, p. 85) elaborate that, perception enables the individual to react to an object or situation because it leads to decision making and action taking; however how one makes a decision depends on the human nature of self-preservation. Our perceptions guide us to gain mental understandings of certain actions or activities, but our mental state and the way we act is influenced by our milieu (ibid). Further, perceptions make it possible for the perceiver to connect process and channel relevant information towards fulfilling the perceivers' requirement (Rao & Narayana, 1998, p. 329-330)

In the case of this study it is assumed that teachers' perceptions of behavioural problems are likely to be shaped and influenced by their personal characteristics, understanding, values and the cultural beliefs of the societies in which they live (Skirtic, 1995). Teachers' professional and personal values further influence their perceptions of behavioural problems and their responses practices. This is observed in Porter (2007, p. 180) who states that:

The teachers' personal values align with preferences such as for a quiet, clean, hard working or orderly classroom, while the professional values pertain to students' behaviour, it might include valuing students acting in ways that are trustworthy, fair and being considerate to fellow learners.

From the discussion above, it is evident that teachers might have different perceptions of learners' behavioural problems. Thus, teachers' different perceptions and views of behavioural problems are likely to be shaped by the pattern of basic beliefs and expectations of the world around them.

Extending on the latter point, according to Sternberg (2003), Swart and Pettipher (2011) perceptions are formed by an interaction between the experience of reality through one's senses, previous knowledge and experiences. The way people perceive their settings additionally influence the way they respond to their human, physical and social context. According to O'Brien (1998, p. 6-7), the following factors influence teachers' perceptions of learners' behavioural problems and shape their practices:

- **Behaviour as personal and internal:** here it is perceived that the problem is located and locked within the child. This shares features with the medical model. Interestingly, some teachers even determine the learners' behaviour or learning potential by linking them to their surname, siblings or parents.
- **Behaviour as external:** here the learners' challenging behaviour might be linked to the inappropriate or ineffective systems imposed by the curriculum, schools or teachers. However, this view is mostly used to avoid personal responsibility for the causation of behavioural problems within the classroom; it rather places the problem on the system and ignores influences from teachers themselves.
- **Behaviour as situational and contextual:** this perspective considers behaviour to be influenced by the interaction of critical factors in the environment and the child. Here, a focus is placed on the teacher to reflect on the child and the learning environment in order to provide teaching that responds to collective and individual learning styles.
- **Behaviour as influenced by medical and organic factors:** this perspective relates behaviour to factors that are part of the child's medical condition and may be described in

terms of diagnosis and prognosis. It also focuses on temporary physiological factors such as hunger and tiredness.

- **Behaviour as communication:** this perspective sees all behaviour as communicating a message such as when a learner is sick, stressed or depressed.

In addition, teachers' perceptions influence their expectations of learners' behaviour, of which low expectations of appropriate behaviour can also be a contributing factor towards behavioural problems among learners. According to Canter and Canter (2001), low behavioural expectations manifest themselves either when teachers neglect to establish clear rules and procedures or when they fail to respond when they see misbehaviour. In cases when teachers do not believe that their students can behave appropriately, they will also not feel comfortable asking and guiding them to do so and, generally, this may result in a habit in which students reinforce teachers' low expectations. Canter and Canter (2001, p.22) further suggest from their study of US teachers the following four teacher misperceptions that may lead to behavioural problems and stand in the way of high behavioural expectations:

- Students' emotional problems make good behaviour impossible.
- Inadequate parenting undermines a teacher's ability to maintain a controlled classroom.
- Students who live in a poverty stricken environment are unable to behave appropriately.
- Students with special needs cannot behave in a general education classroom.

It remains to be established and confirmed whether Namibian teachers hold these same perceptions.

2.9 Preventative and responsive strategies for behavioural problems

This part deals with the strategies applied in preventing and responding to behavioural problems. It focuses on national, school and classroom levels.

2.9.1 National school systems level

Since this study focuses on understanding teachers' perceptions of behavioural problems manifested by the Grade 11 and 12 learners, which also includes how their perceptions may shape the way they deal with it, it is worth understanding and noting what the legislative national policies say about learners' conduct/behaviours.

The Education Act no 16/2001 (Namibia, MoE, 2001) is the driving force that guides all activities and processes that should be followed in the Ministry of Education. The regulations made under this act are arranged in six parts which include the school board at a state school; the school development fund; the learner in a state school, which includes admission, attendance, misconduct by learners and the election of Learners Representative Councils [LRC]. It also covers school hostels at state schools; the provision of basic education which includes the curriculum. The general rules of conduct for learners under the regulations of the Act that guide learners' conducts stipulate that, all learners:

- Must regularly and punctually attend school, class sessions on the school time-table, study sessions and other compulsory activities as determined by the school.
- Must obey and carry out all lawful instructions of the principal, teachers, and staff members.
- Must complete all legitimate curriculum tasks and assignments.
- Must abide by and comply with the rules of the school or hostel approved by the school board.
- May not bring onto the school or hostel premises, or be in possession of any firearm.
- May not, on or off the school premises, use intoxicating liquor or narcotic substances without the written prescription of medical practitioner.
- May not wilfully damage, destroy or vandalise the property of government, the school or another person.
- May not practice or participate in any form of initiating ceremonies of new learners that may cause physical harm or emotional distress to such learners.
- May not, by his actions or behaviour, encourage or influence other learners to disobey the rules of the school.

Further, the Education Act no 16/2001 (Namibia, MoE, 2001, p. 53) suggests the disciplinary measures and steps to be followed in response to learners' misconduct, as stated below:

- Reprimand of learner by a teacher.
- Giving a learner specific additional tasks related to the contravention.
- Refer learner to the Head of Department or Principal.

- Consult parents for discussion.
- Give first, second or third written warning.
- Refer learner to disciplinary committee where if found guilty, if it is serious offence the school board should write to the permanent secretary to expel a learner from school or else they may give a final written warning, deprive a learner of privilege for specified period or suspend a learner from a school, depending on whether a learner poses a threat to the safety and well-being of other learners or staff or to the property of the school or other persons or when it is detrimental to the good order and discipline of the school hostel and to the progress of other learners.

Although the Education Act no 16/2001 (Namibia, MoE, 2001, p. 51) stipulates that all learners (including those exhibiting behavioural problems) should have access to and be provided with quality education, and it provides for a variety of measures to deal with learners with behavioural problems, but these measures seem to be largely informed by a discipline discourse. In addition, the Education Act legislative guidance largely focuses on what the child does and does not seek to explore factors that may contribute to behavioural problems. Also it does not clearly indicate how the schools and teachers should provide IE and cater for learners experiencing barriers to learning.

As indicated by Ishii-Jordan, (2000), the fact that teachers are found operating in different contexts, their actual practises can further be guided or enabled by the truths of what occurs in one's setting. If teachers believe that behaviour is too difficult to address, they select a more punitive behavioural approach. Furthermore, the perceived effect of the intervention approach can also be a determining factor in teachers' intervention preferences (O'Brien, 1998).

Namibia as a country has a violent history because it had many years of war, colonisation and of extreme humiliation (Namibia, MEC, 1993), but to prevent the history of violence from repeating itself, the *Constitution of the Republic of Namibia*, Article 8, stipulates that "no persons shall be subject to torture or to cruel, inhuman or degrading treatment or punishment". In a very modest step to respond to the Namibian teachers' concern about the alarming increase of indiscipline in schools and a feeling of powerlessness, deemed to have resulted from the abolishment of corporal punishment, a national workshop with regional workshops focusing on

alternative ways to corporal punishment and promoting discipline from within was conducted (Fourie, 2010).

The use of corporal punishment is regarded as having many disadvantages (Namibia, MEC, 1993; Fourie, 2010). Donald et al., (2010, p.234) argue that, “violent means of punishment serve as a mode of violent conflict resolution.” The Namibia, MEC, 1993, p. 133) clearly indicates that, corporal punishment is not a solution to whatever problems of behaviour and conduct we might have. It further states that the most effective discipline and control comes from within. According to Maphosa and Shumba (2010, p. 397), “Punitive measures may not always achieve the intended objectives”. Moreover, it is claimed that corporal punishment does not work. Instead of achieving the desired behaviour; there is a strong possibility that the use of violence as a response to inappropriate behaviour encourages more violence (Conley, 2010). Extending on the importance of discipline, Maphosa and Shumba (2010) emphasise that positive discipline creates a climate that encourages self-discipline, as a child will have a positive self-esteem and be able to maintain self-control. Holding a different view, Descombe (1985, p. 96) as cited in Vakalisa, (2011, p. 357) views that physical punishment is a strategy that discourages learners’ behavioural problems and it leads to teachers creating classroom environment where maximum learning takes place. Further, according to Vakalisa (2011, p. 357):

Getting punished helps learners become aware that in real world there are bad consequences for bad choices people make. It helps them to realise that bad choices that go against socially accepted behaviour have unpleasant consequences.

Vakalisa (2011, p. 357) suggests that punishment be the last resort after all other possible efforts to change the unacceptable behaviour of the learner have been exhausted. The documents and literature emphasize that when applying punishment it must be targeted to alter the type of behaviour needing to be corrected and not as a display of power by teachers (Namibia, MEC 1993; Fourie 2010; Vakalisa, 2011).

Despite the fact that Namibia has introduced the policy of discipline from within (Namibia, Ministry of Basic Education and Culture [MBEC], 1990), which is an alternative to corporal punishment in dealing with behavioural problems, it is left to the schools and teachers to find the alternative ways of addressing learners behavioural problems, which according to Nespect

(2006) causes problems, as teachers in most cases react differently to a similar problem. But a broadly held sentiment, which still prevails, is that with the current legislative on responding to behavioural problems, teachers are reported to feel disempowered when corporal punishment was abolished (Naong, 2007; Masitsa, 2008; Fourie, 2010).

2.9.2 School level

According to Blandford (cited in Conley 2010, p. 145) discipline underpins each aspect of school life. It is further observed that if there is no discipline, then effective teaching and learning cannot take place. Therefore, in order to prevent and address learners' behavioural problems effectively, it is of great importance for teachers and parents to know and understand the role discipline plays in the education and development of children (Fourie, 2010).

Discipline is defined as a process which focuses on teaching, training and coaching learners (De Wit, 2009). Generally, although discipline and punishment are two separate words, discipline is often attached to punishment. This could be attributed to the fact that in the past, discipline in schools focused on the use of punishment in an effort to control the misbehaviour of specific students (Namibia, MBEC, 1990, De Witt 2009). However, at present all government schools in Namibia establish their school policies, rules and regulations based on what is stipulated in the regulation under the Education Act no 16/2001 (Namibia, MoE, 2001).

According to Naong (2007, p. 396), "with the changing needs of society, new techniques and strategies should work for children in order to achieve order and control in the classroom." Therefore, in order for schools to be able to prevent and minimise behavioural problems and for successful teaching and learning to take place, schools and all other stakeholders in education need to collaborate. This is supported by Engelbrecht et al., (1999, p. 158) who contend that, "people working in collaborative teams can accomplish much more than individuals on their own." In addition, Stella and Kitty (2011, p. 186) affirmed the importance of collaboration by stating that, "Collaborative support from internal and external bodies to remove obstacle to inclusion is necessary and pertinent." Robertson and Valentine (1999) emphasise that teachers should work with other team members to set up instructional support teams which serve as an intervention group before cases are referred further.

Further, as stated by Sands, Kozleski and French (cited in Engelbrecht & Green 2001, p. 184), the development of inclusive school communities requires a move from segregation and isolation to emphasising belongingness, alliances and mutual support, which form the basis of collaboration.

Collaboration drives beyond obtaining advice or information from experts or simply to working closely with someone. Its main focus is on the way in which people work together to achieve clear, shared and discussed purposes (Swart & Phasha 2011, p. 244). Thus, a meaningful collaborative relationship between schools and support professionals, parents and learners is deemed as a critical element in the development of inclusive school communities. Collaboration can take place between teachers, teachers and learners, teachers and parents as well as teachers and the community where other professionals and all stakeholders are found (ibid).

Addressing behavioural problems requires patience, team work and collaboration between all stakeholders in education, as indicated by De Witt (2009, p. 188), “One main task of education and teaching is to guide the child in pro-social development.” It is therefore the responsibility of all stakeholders in education to promote quality EFA, for Namibia to be an inclusive country which produces responsible citizens (Namibia, MoE, 2011). It is noted in Swart and Pettipher (2011, p. 17) that, “if any part of the system such as a teacher, learner, peer group, family or school experiences difficulties, the causes or the solution is situated in the interdependence between all the systems.” Each system therefore has possible contributing factors to both problems exhibited and solutions (Donald et al., 2010, p. 194). It is therefore necessary to focus on the entire context in which the manifestation of behavioural problems occurs. However, wherever possible behavioural problems should be prevented before they occur (Haihambo 2010; Vakalisa, 2011).

- **Collaborative teaching**

Collaborative teaching has more benefits to teachers and learners. According to Stainback and Stainback (1996), and Mitchell (2008), collaborative teaching has potential to create success. It provides opportunities for individuals to learn new ways of addressing barriers to learning and increases the co-ordination of services for learners with special educational needs. Collaborative teaching can be employed through co-teaching or receiving support from the school leadership or

teacher counsellor. According to Mitchell (2008, p. 68) collaborative teaching assists in minimising behavioural problems, as it involves agreeing on procedures to be followed on handling learners disruptive or off task behaviours. It also includes achieving an agreement on lesson objectives and structure.

- **Teacher-Parental collaboration**

Parental involvement in their children's education is relevant as they are the mostly the people involved in their children's lives. In his study, Nespect (2006) indicates that parental involvement cannot be ignored in the process of achieving the concept of EFA and addressing behavioural problems as a barrier to learning. Parents know their children's development and social being. They also know factors that might give rise to their behavioural problems. According to Cross, Traub, Hutter-Pishgahi and Shelton (2004), the success of the provision of IE largely depends on a good relationship between teachers and parents. Educators rely on parental assistance with the provision of information regarding the learners' needs and characteristics. Further, Volts (2001) indicates the need for teachers and parents to collaborate in order to successfully include all learners. The importance of good communication and understanding between schools, parents and communities in IE is also emphasized.

Emphasising the importance of parental involvement, Geldenhuys and Wevers, (2013) observe that the lack of support from parents places much strain on educators, which hampers the implementation of Inclusive Education. Sharing the same view, Zaretsky (2005) state that teachers who have little support from peers, parents or the educational region will perceive that they are incompetent in coping with inclusive classes where learners with behavioural problems are included.

According to Mitchell (2008) parental involvement includes all activities that take place both at home and at school. It further includes parents checking and monitoring their children's progress, and participating in decision making with regard to issues related to the education of the child. Parents may be further involved by being informed about yearly school programmes, invited to participate in school activities, engaging them in discussions and the exchanging of views regarding school matters, giving them school responsibilities to carry out, involving them in planning and in evaluating the school programme (Mitchell 2008).

Holding similar views, Prinsloo and Gasa (2011) observe that when teachers and parents work together, it can produce more effective changes in learners' behaviour than when teachers or parents are addressing the problem alone. Moreover, collaborating with parents increases the likelihood of consistency in expectations of behaviour both at home and at school (Mitchel, 2008). Consequently, learners obtain positive messages about the importance of their education if they observe the collaboration between the teachers and their parents. Contacting parents regularly also helps in establishing relationships within which successes can be acknowledged and celebrated, while problems can be competently and successfully attended to (ibid).

However, Prinsloo and Gasa (2011) issue a stern warning against schools or teachers calling parents only to report challenging behaviour of their children, and indicate the need of schools to report positive behaviour and achievement as well.

- **School-community collaboration**

According to Pieterse (2010, p. 22), in order to provide support for all learners, schools have to involve all stakeholders. A focus should not only be directed on what is occurring within one system or subsystem, but also on the relationships and influences between the different systems and subsystems in which teachers and learners operate. This is supported by Swart and Phasha (2011, p. 242) who emphasise that, “the success of developing a child both socially, emotionally, physically and intellectually requires resources that are beyond the scope of schools and families”. It is therefore of great importance to note that resources that play a role in the holistic development of a child are likely to be found in the communities.

Muthrukrishna (2001, p. 47) indicates that school-community collaboration can occur when all stakeholders in education are drawn together to support and venture to address priorities. This can be made up of individuals, businesses, religious groups and community-based organisations. On the other hand the members also should be informed by the type of barrier to be addressed. However, collaboration can only exist when both participants embrace the idea of working together, being ready and willing to share their own ideas and agreeing to take and value others' suggestions (Zimba et al., 2007).

2.9.3 Classroom level

For effective teaching and learning to take place, teachers are expected to prevent indiscipline and maintain discipline in schools (Maphosa & Mammen, 2010). Making decisions about how to best approach learners with behavioural problems depends on how teachers think and talk about it. This argument is based on Stainback and Stainback's (1996, p. 4) view that the way we look at the students' behaviour is vital because it defines how we frame or define the problem, select goals, choose appropriate intervention procedures, as well as define success.

Donald et al., (2010, p 145-146) and Bornman and Rose (2010, p. 59-60) suggest instructional design and classroom management as the best strategies for preventing classroom disciplinary problems, which Mastropieri and Scruggs (2000) regard to be contributing factors to low rates of involvement and behavioural problems in a lesson if not properly planned.

- **Instructional design**

Effective instruction is considered to be a prerequisite for classroom behaviour management. According to Heward (2008, p. 234), "effective instruction is the foundation for effective behaviour management in the classroom." Furthermore, Vakalisa (2011, p. 337) Maphosa and Mammen (2011, p. 186) indicate that teaching and learning cannot occur in a chaotic classroom and therefore teachers have to create environments that are free of disruptive behaviour and conducive to learning. Keeping learners actively involved during the lesson is a basic strategy of preventing classroom behavioural problems.

Researchers such as Mastropieri and Scruggs (2000); Paul (2010), Donald et al., (2010) and Vakalisa (2011) consistently report that the more time students spend involved in learning activities, the more they learn and keep away from inappropriate behaviour. Teachers should indeed strive to make the scheduled time the same as the engaged time. It is observed that the closer the scheduled time is to academic engaged time, the greater the advantages in achievement (Paul 2010). Mastropieri and Scruggs (2000) suggest for learning time in the school day to be divided in the following steps:

Scheduled time: this should indicate the amount of time the teacher plans to spend on various subjects.

Allocated time: this should indicate the amount of time actually devoted to the learning activities

Academic engaged time: the time students are actually on-task in a learning activity e.g. taking notes/listening to the teacher or solving problems should be planned and indicated.

Active academic responding time: the time a student spends making responses that are active and observable e.g. discussing tasks or doing class work.

Walker (1997) suggests for teachers select interesting materials and tasks that are at a correct level of difficulty and that also challenge and interest and motivate learners. Canter and Canter (2001) warn teachers against the tendency of thinking that, they will avoid disruptive behaviour by giving students who disrupt their class with more limited academic instructions and unchallenging tasks or having lower expectations for them. They indicated that these may aggravate the behavioural problems. Paul (2010) emphasises the importance for teachers when planning for instructional activities to consider student factors such as interests, prior knowledge, current skills levels, processing skills and task persistence.

It is expected for all students, including those experiencing behavioural problems to learn to behave. However, these learners can only manage and make excellent progress if they are provided with an explicit and systematic instruction (Benner, 2007). Learners (Paul, 2010) with behavioural problems' success depend on teachers providing effective instruction in the personal, social, and academic skills required for success in school, community, and vocational settings.

- **Classroom management**

Classroom management is recognised as a significant factor in preventing and minimizing disruptive behaviour in a class. It is linked to well-disciplined classes, where effective teaching and learning can take place (Campbell, 1999). This is emphasised by Prinsloo and Gasa (2011, p.498) who noted that, “discipline problems can be prevented to a large extent by establishing and maintaining the effective and efficient system of classroom management,” This further aims at establishing and maintaining classroom routines that promote the effectiveness of teaching and learning process.

The components of classroom management as suggested by Paul (2010); Vakalisa (2011); Prinsloo and Gasa (2011) are:

- **Planning:** Teachers have to plan for everything that takes place in the classroom. They have to arrange for the suitable seating arrangements, the activities that will take place as well as the order. Learners working groups should be carefully planned, with considerations placed on the mixed abilities so that the stronger learners will be assisting the weaker ones.
- **Classroom rules:** Learners should be involved in the establishment of their classroom rules. As reported in De Wet (2003, p. 92), lack of learners involvement in rules establishment lead to the manifestation of inappropriate behaviour. According to Campbell (1999, p. 47) the learners should be helped to realise that rules are necessary and they should be encouraged to participate in the development of the classroom rules. Learners have to be made to understand the reasons behind the rules, which will lead to them being willing to heed the rules that they had input in establishing. Equally important, classrooms rules have to be consistent with the school rules to avoid inequalities, they should also be clear and concise (Prinsloo & Gasa, 2011; Namibia, MoE, 2011).
- **Classroom routine:** There should be routines that learners have to follow in the class. To keep order in the classroom, learners should be informed on the acceptable activities such as, how homework book should be collected, what they should do when the work given is completed as well as the degree to which they are allowed to talk.
- **Teacher-learner relationships:** The way teachers interact with learners makes a very big difference and has a great influence on learners' behaviour. According to Prinsloo and Gasa (2011, p. 501), "Tone of voice, body posture, and facial expression are powerful tools of communication that teachers can use strategically to prevent problems before they blow up". Further, they indicated that, teachers who are unfriendly and too autocratic promote confrontation from learners, while on the other hand teachers who are democratic may cause chaos. This ties in with De Wet's (2003, p. 94) views that, "too rigid or lack of discipline cause learners' revolts and lack of discipline or inconsistent

application of such discipline is a breeding ground for chaos.” Furthermore, according to Paul (2010), the lesson flow should also be considered, teachers need to keep the lesson alive, involving learners and moving around the class in order to prevent disturbances. Teachers therefore need to be aware of their conduct and responsibility, not to invite chaos in their classrooms.

According to Vakalisa (2011, p. 340), “learners know that class time is precious, expect the lessons to be useful and rely on the teachers to direct the classroom proceedings towards effective learning.” In summary, factors such as being punctual, well prepared, settling the class quickly to work and insisting on full class co-operation can prevent and minimise learners’ behavioural problems, (Donald et al., 2010; Paul 2010; Prinsloo and Gasa, 2011; Vakalisa, 2011).

In summary, guided by Lehr and McComas (2006, p. 3) and Donald et al. (2010, pp. 167-168) learners behavioural problems can be prevented, responded to and minimized at three levels, namely; primary, secondary and tertiary prevention.

- **Primary prevention**

At this level, the strategies and programs are formulated to prevent the occurrences of behavioural problems. It provides students and teachers with a strong foundation for teaching and portraying appropriate behaviours. It further promotes the school-wide support of positive behaviour and collaboration between families, school, community and all stakeholders in education. It aims at removing the causes of the problems.

The warm positive relationships between a teacher and learners have a positive influence on learners’ behaviours. As noted by Canter and Canter (2001, p. 21), “the teachers’ personal interest in their students’ success may be the most important ingredient of classroom management plans.” It has also been pointed out that, operative behaviour management is defined by a balance between structure (rules and limits) and authentic effort to influence and create cooperative relations (ibid).

- **Secondary prevention**

This emphasizes programs that are aimed at decreasing and preventing the frequency or intensity of problems becoming worse. They are designed to address alterable factors that place students at risk (e.g. peer pressure, alcohol and drug abuse, anger or violent behaviour). These programmes may further include lessons or sessions on conflict resolution, peer tutoring programs and social skills instruction by life skills teachers or teacher counsellors.

- **Tertiary prevention**

At this stage programs are designed to remediate established problems in order to reduce the duration and preclude negative outcomes. These programs are highly individualized and student-centred, which provide an effective and efficient response to specific student mostly in need. They may include individual functional behaviour analysis and individualised behaviour management plans. According to Armstrong, Armstrong & Spandagou, (2010) and Pieterse, (2010) all the aforementioned discussed strategies heavily depend on teacher education programmes, that should effectively train and sensitise teachers.

2.10 Conclusion

This chapter reviewed the literature on the uptake of Inclusive Education internationally as well as in Namibia. It also discussed the behavioural problems as a barrier to learning located under IE. Further, it dealt with the types of behavioural problems and factors that may give rise to their manifestation. It also includes the impact of behavioural problems to teaching and learning and factors influencing teachers' perceptions of behavioural problems. Lastly, this chapter looked at the strategies for preventing and responding to behavioural problems. The next chapter deals with Bronfenbrenner's bioecological model as a theoretical framework that informs this study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter explains how Bronfenbrenner's bioecological model (1992), as adapted by Swart and Pettipher (2011), was used as a theoretical framework for analysing and interpreting what emerged in the data. In order to understand a whole social system, one should examine the relationships between different systems and subsystems. I was attracted to Bronfenbrenner's bioecological model, because it illuminates the complexity of the interaction and interdependence of various systems which may have an impact on individuals as well be impacted by individuals. The chapter also briefly draws attention to how complexity theory, as represented by Johnson (2008) and Radford (2006), might also assist in offering a lens to understand the influences on the teachers' perceptions in this study.

3.2 Complexity Theory

Bronfenbrenner's model, first conceived in 1979, includes as a central theme an attempt to include the interconnectedness and complexity of systems. Although it did not specifically reference what is now known as Complexity Theory, it also aims to capture and represent complexity in systems. Thus, in my view, an understanding of some of its basic concepts might also help in better understand the use of Bronfrenbrenner's bioecological model.

Complexity Theory draws attention to the importance of the interconnectedness of variables within systems and qualities that emerge as a result of this interconnectedness (Radford, 2006, p.178). Based on this theory, each part of the system relies on the other part for information and production and therefore interacts with others. According to Donald et al., (2010) the systems consists of subsystems which in turn are part of the larger systems. Thus it is necessary for both teachers' and learners' functioning to be studied in terms of their interactional patterns occurring within and between the systems.

As stated in Johnson (2008, p. 6), Complexity Theory offers a suitable model for understanding how changes in complex systems such as schools are often discontinuous and non-linear, which can lead to unexpected forms. Based on this, the manifestation of learners' behavioural problems

can be viewed as a complex activity which can be shaped by multiple interactions in itself and between it and the environment. Education as a multifaceted dynamic system is characterised by multidirectional linkages and processes that interconnect the different layers within the social nested system (Pieterse, 2010). Thus from the IE perspective, social issues and barriers to learning such as behavioural problems are seen as part of the broader, local, organisational and individual system (Donald et al., 2010; Pieterse, 2010; Swart and Pettipher , 2011).

This is consistent with Donald et al.'s (2010, p. 43) expression that, “a student's value may interact with those of her family peer group, teacher, class, school and local community and wider community, and at the broadest level, with the dominant values of the society.” Behavioural problems therefore cannot be isolated from the contexts where they are manifested, as they are part of the school, community and society. These behaviours are shaped and at the same time are shaping the whole society. This is supported by Cooper and Upton (1990, p. 311) who state that “human beings are neither wholly free, in existential sense, to behave as they choose, nor is their behaviour wholly determined by the environmental forces.” Therefore, in order to gain a deeper understanding of teachers' perceptions and learners' behaviours, it is worth noting that people cannot be viewed in isolation, they need to be understood within a complex system of interdependent interactions and counter interactions of various systems within a larger context (Swart & Pettipher, 2011).

Further, Radford (2007, p. 274) indicates that “the local imbalances are countered by a broader level of exchange in which information is being transferred from one part of the system to others.” Pertinent to this study, Complexity Theory emphasises that the key to understanding such systems is to look at the interconnectedness between dealings at this broader level rather than at particular events themselves, thus implying that complex systems just like education are better understood in context.

Concurring with the latter, Morrison (2006, p. 2) states that:

An organism sense and responds to its environments, thereby changing its environment , which changes the organism again, so that the organism reacts to, and thereby-pro actively changes, its environment, the process, in iterating itself, produces dynamic and continuous change recursively

According to Cohen et al. (2011) Complexity Theory contains independent complicated entities which perform interrelated functions. They also indicate that uncertainty is generated because of unpredictable interactions with itself and between itself and the environment, which implies that natural and social systems are non-linear and active. Sharing the similar view, Mason (2008, p. 35) explains that, “in the social world and in much of reality, causation is complex.” Mason (2008) also elaborated that outcomes, such as behaviour are not determined by particular causes, but by numerous causes which may interact. According to Radford (2008, p. 510), this perspective may be viewed as replacing a cause and effect type model with an “organic non-linear and holistic approaches, characterised by a multiplicity of simultaneously interacting variables.” Since complexity theory focuses on the emergent behaviours that result from the interactions within and among systems, it provides this study with the basis of analysis, as this study focuses on investigating teachers’ perceptions of behavioural problems.

3.3 An Ecosystemic perspective

The Bronfenbrenner model discussed more fully below is informed by an Ecosystem perspective and also an accompanying Ecological Systems Theory.

This study adopts an Ecosystemic perspective which originates from a combination of Ecological and Systems theories. This perspective focuses on and indicates how human beings, either as individuals or as groups, are linked in an active, co-dependent interacting relationship at the different social levels (Donald et al., 2010; Swart & Pettipher 2011).

3.3.1 Ecological Systems Theory

The over-arching theoretical framework used in this study is that of Ecological Systems Theory. An ecological theory is based on the interdependence between different organisms and their physical environment, which views these relationships holistically, e.g. the interdependence of bees and flowers in which all need each other to survive: as the flower is essential for the bee to collect its pollen and nectar to feed itself and its young, so does the flower depend on the bee to transfer the pollens to another flower for fertilization (Donald et al., 2010, p. 36). A Systems theory, as applied to human behaviour, on the other hand focuses on the relationship between human beings and the interactions between groups of people (systems) in their particular environments (ibid).

Here, different levels and groups of people are seen as interactive systems where the functioning of the whole is dependent on the interaction between all parts e.g. a school is a system which includes teachers, learners, subjects and administration. Therefore in order to understand the school as a system, one needs to examine the relationships between the different parts in it (Donald et al., 2010, p. 37).

3.3.2 Bronfenbrenner's Ecological Systems Theory

This study drew on key concepts of Bronfenbrenner's Ecological Systems Theory in its mature form. Bronfenbrenner's theory of human development (1979) had been in a continual state of development until his death in 2005. His earlier theory partly focused on the context, however after he later engaged in further self-criticism, he also acknowledged discounting the role the person plays in his/her own development (Bronfenbrenner, 1989). His revised theory acknowledged the person as being active in his/her own development. Late in his extended theory, he added the morpheme *bio* to ecological to support his view that biological resource features are also relevant in understanding human development (Ceci, 2006). In his mature theory, the proximal processes were included and regarded as the key factors in development and, since then, his writings have included the Process-Person-Context-Time aspects (abbreviated as PPTC) (Bronfenbrenner & Morris 2006, p.795; Tudge, Mokrova, Hatfield & Karnik, 2009, p. 198; Donald et al. 2010, p. 40; Swart & Pettipher, 2011, p. 11-16).

3.3.4 Bronfenbrenner's Bioecological Model

The latest iteration of Bronfenbrenner's theory (which informs this study) is the *Bioecological Model* that he developed from his mature Ecological Systems Theory (Bronfenbrenner & Morris, 1998). After his death in 2005, his theory was extended by researchers such as Singal (2006), Donald et al., (2010), Pieterse (2010) and Swart and Pettipher (2011). They explained that any individual or situation is part of a number of systems. For example, in the case of this study, teachers and learners being part of school systems, or their families also being part of the broader social systems. They may act differently in each system, but what happens in one system can impact on other systems because of the dynamic interaction between systems.

Moreover, the different levels in the social context impact and, in turn, can be impacted by one another in a continuous process of dynamic balance (Singal, 2006; Donald et al., 2010; Swart and Pettipher, 2011). Bronfenbrenner's model, as adapted by these researchers, emphasizes

understanding human development in context and as taking place through the interactions between what Bronfenbrenner defines as Proximal processes (regarded as the core of the model); Personal characteristics; Context and Time elements (Swart & Pettipher, 2011; Tudge et al., 2009).

In the next section these four elements are discussed. I begin with the context because it is the element most relevant to my research.

3.3.4.1 Context

According to Engelbrecht (1999, p. 5), “an understanding of the context is the first step towards understanding new developments in education and the movement towards inclusive education.” Jordaan and Jordaan (1989, p. 48) emphasise the importance of always considering the context when dealing with contemporary issues, by stating that:

A context is a prerequisite for the understanding of experience, behaviour, problems and phenomena. The information becomes clearer and understandable if viewed from the context.

The context is presented in a complex model developed by Bronfenbrenner that explains the direct and indirect influences on an individual’s life. In the case of this study, learners’ behaviours, by referring to many levels of environment or context, which involves various interrelated systems (Tudge et al., 2009, p. 201; Swart & Pettipher, 2011, p. 14-16).

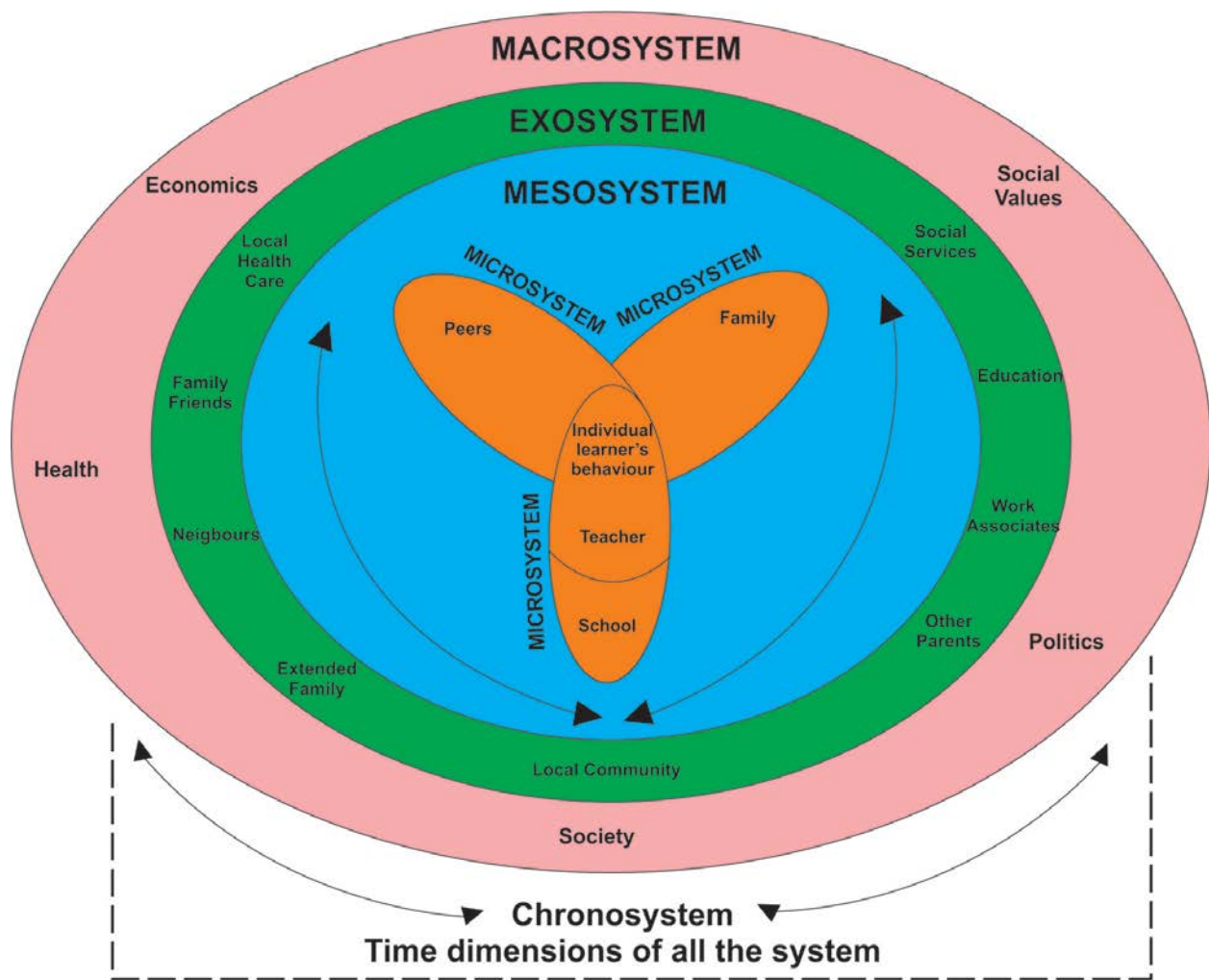


Figure 2: Bronfenbrenner's bioecological model (adapted by Swart & Pettipher, 2011, p.13)

Bronfenbrenner's bioecological model (see Figure 2) illustrates how an individual can be influenced by her interaction with the many levels of nested environments or contexts. It shows how an individual fits into, and is part of, a social context that consists of a set of nested structures each contained inside the next. Bronfenbrenner's bioecological model, which shows the different social contexts as a nested system, may be compared to a set of Russian dolls, where each doll fits in the next one; for this study this is where teachers and learners operate (Bronfenbrenner, 1979).

Naong (2007, p. 290) elaborates on the importance of considering the context when talking about learners' behaviours by emphasising that, "when a learner presents with disruptive behaviour, the teacher has to view the behaviour within the context of the learner's life and come to an understanding of the forces that shape the life of the learner." In the same vein, it has been indicated by Donald et al., (2010, p. 8), De Wet, (2003, p. 91) and Swart and Pettipher, (2011, p. 13-15) that behavioural problems can be caused and maintained not only by individuals, but also by the interactions between learners and families, schools, peer groups, communities and the whole society. Further, Marais and Meier, (2010) and Swart and Pettipher (2011) indicate that some of these interactions are healthy and productive, while others are not.

The field of education is involved at all levels of social interaction. In order to understand it better, a model such as a bioecological one that covers dynamic relationships is needed. This model acknowledges the important role played by parents, schools, teachers, education officials and communities in the provision of education and support to learners experiencing barriers to learning; this makes it suitable for this study (Bronfenbrenner, 2005; Pieterse, 2010).

These nested and interrelated structures (see Figure 3.1) referred to as *contexts* or *ecological levels* or *environmental systems* are the microsystem, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner & Morris 2006, p. 817-818; Tudge et al., 2009, p. 201; Donald et al, 2010, p. 42, Swart & Pettipher, 2011, p. 13-17).

- **The microsystem**

This is the immediate physical, social and psychological environment where an individual spends a good deal of time engaging in activities and interactions (Donald et al., 2010. P. 43).

According to Bronfenbrenner (1979, p. 25) a microsystem is a:

pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.

The microsystem plays a major role in providing support (love and a sense of belonging) to an individual; however, it can also become a danger factor, e.g. exposure to violence (Swart and Pettipher, 2011). This is where proximal processes are mostly taking place. The interactions between the family, school and peers are explored here. Bronfenbrenner and Morris (2006) refer

to the interactions that occur in face-to-face, long term relationships in a microsystem, such as the one between learners with peers, teachers and family, to be most important in shaping a person's development and behaviour. According to McPhee and Craig, (2009), the way the family act and behave may have a direct effect on how a child will model viewed behaviour and afterwards display similar behaviour.

Despite the fact that the bioecological model puts emphasis on the interaction and interrelatedness of different systems and levels as having a great influence on an individual, it also acknowledges the role played by a person in his/her development (Bronfenbrenner & Morris, 2006). Further, an individual's perceptions of the contexts are also viewed as playing a major role in shaping the way in which she or he interacts with them (Donald et al., 2010; Swart & Pettipher, 2011).

- **The mesosystem**

Bronfenbrenner (1979, p.25) describes a mesosystem as a:

System that comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, and neighbourhood peer group; for an adult, among family, work, and social life).

This is a set of systems at the microsystem level, such as peers groups, family and school, where the relations and interaction between the families, neighbours, schools, teachers, parents, learners and peer groups are found, which in the case of this study are connected through a learner manifesting behavioural problems. In addition, McPhee and Craig, (2009, p. 11), indicate that this system (mesosystem) does not contain any exceptional factor, but is rather descriptive of all of the factors identified as being part of the microsystem.

As indicated in McPhee and Craig (2009) and Donald et al., (2010), what occurs in one microsystem, such as at home, can have a great influence on how teachers or learners will behave in the other microsystems, e.g. a child who is abused or witness violence at home may have a problem to maintain a positive relationship with teachers or trust other learners.

- **The exosystem**

According to Bronfenbrenner (1979, p. 25), an exosystem refers to:

One or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.

The exosystem surrounds the mesosystem and microsystem, thus can have an influence on the factors which are found in both (micro- and meso-) systems. This is where extended family, neighbours, the local community, parent workplaces and social services are found (Donald et al., 2010; Swart & Pettipher, 2011).

The exosystem covers the relationships and processes taking place between two or more settings, at least one of which does not contain the individual, in this case teachers and learners, but in which events occur that indirectly influence developments within the instant setting in which the developing individual lives (Bronfenbrenner & Morris, 2006). These interactions can positively or negatively affect individuals (teachers, learners, parents) and different systems.

The factors in the exosystem do not have a direct link to the child, e.g. the higher rate of unemployment, urbanisation and alcohol abuse might stress parents, which in turn may lead to violence in homes, and eventually can badly influence learners' behaviours. Consequently, situations such as urbanization can strain the quality of parent-learner relationships. In some cases it may allow learners time to hang out with friends at shebeens or bars, which may result in violence as well as alcohol and drug abuse. However, the interaction between these environments can also be empowering (Bronfenbrenner, 1992).

- **The macrosystem**

Bronfenbrenner, (1979, p. 26) defines it (macrosystem) as referring to:

Consistencies, in the form of content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies.

This is the larger socio-cultural context which involves the social and economic structures, the attitudes and ideologies, values, laws and customs of a particular culture. It is referred to as being equal to the social system as a whole (Donald et al., 2010; Swart & Pettipher, 2011).

Bronfenbrenner (1992, p. 229) further describes it as, “consisting of the overarching pattern of microsystem, mesosystem and exosystem characteristics of a given culture or subculture, with

particular reference to the belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options that are embedded in each of these broader systems.” Here, each component interacts with other components, making a highly complex context the individual finds himself in. In some communities’ cultures, particular values and practices are seen as being more important than others and are regarded as acceptable (Donald et al., 2010, p. 197).

The national laws and policies such as the *Constitution of the Republic of Namibia* (Namibia, 1990), in which human rights are stipulated, the development of the *Education Act 16/2001* (Namibia, MoE, 2001) and other educational policies are found at this level. The country’s economy, which is closely associated to the worldwide economic crisis, which may exacerbate the level of unemployment and urbanization in the country, is also reflected here.

IE as a move in education, falls within the macrosystem, and these changes in education have had a shared influence on the government structures, societies, schools, classrooms and learners (Swart & Pettipher, 2011). The IE education movement, under which barriers, e.g. the manifestation of behavioural problems to learning are located, is new in Namibia. Still, at the level of policy establishment and implementation stages, it is worth evaluating the influences of national policies, values and practices towards attitudes, beliefs and perceptions of behavioural problems. The wider and local communities are comprised of different values, resources, and practices, which may have influences on learners’ behaviours.

Bronfenbrenner (1992, p. 228) says that “the macrosystem, the microsystem, mesosystem and exosystems share common patterns of characteristics such as similar beliefs systems, social and economic sources.”

3.3.4.2 Process

I am now going to discuss the second component of Bronfenbrenner’s bioecological model, which is the process.

According to Swart and Pettipher, (2011, p. 11) an individual’s development takes place when there is an interaction between a person and his/her environment. Donald et al., (2010, p. 40) explain that the interactions that occur in face-to-face long term relationships, which are called proximal processes/interactions are significant in shaping long-lasting aspects of development.

Moreover, Swart and Pettipher (2011, p. 12) indicate that proximal *processes* need to progressively involve more complex reciprocal relationships and interactions between an active individual, objects and symbols in his immediate environment.

However, the proximal processes alone cannot produce effective developmental functioning, but the guidance of the person and context characteristics are also needed (Swart & Pettipher, 2011). This study strives to understand teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners, and understanding how the whole *process* of interaction between the person and his environment may lead to a complete understanding of the interactions taking place. In this case, these proximal processes can take place between teacher-learner, parent-child and peer-peer activities or group activities.

3.3.4.3 Personal characteristics

This is the third component of Bronfenbrenner's bioecological model.

Bronfenbrenner and Ceci (1994) acknowledged the relevance of the personal characteristics of an individual in any situation. These include biological and genetic aspects of a person (Swart & Pettipher, 2011). It is suggested that the personal characteristics of a person that he or she brings into the social situation should be considered. These characteristics are divided into three types, namely; demand, resource and force (Bronfenbrenner & Morris, 2006, p. 810-813; Tudge et al., 2009, p. 200), while Swart and Pettipher (2001, p. 12) and Donald et al. (2010, p. 41) referred to the same characteristics as demand, ecological resources and disposition.

According to Bronfenbrenner and Morris (2006); Swart and Pettipher, (2011), the demand characteristics are those that invite or discourage reactions from the social environment that can disturb or nurture processes of psychological growth. These characteristics act as an instant inducement to another person. This may include characteristics such as the age of an individual, gender, skin colour and physical appearances. Pertinent to this study, these types of characteristics may influence interactions towards or between different people.

In addition, according to Tudge et al., (2009), resource characteristics, by contrast, are not immediately obvious, though sometimes they are prompted. These consist of what Swart and Pettipher (2011, p. 12) explain as "bio psychological liabilities and assets that influence the capacity of the person to engage effectively in proximal processes." These, according to Swart

and Pettipher (2011), are partly related to mental and emotional resources such as past experiences, talents, intelligence, social and material resources. They may further include “genetic defects, low birth weight, physical handicaps, severe and persistent illness, or damage to the brain,” (Bronfenbrenner & Morris 2006, p. 812). Consequently, these conditions may limit or disrupt the proximal processes.

Lastly, force/disposition characteristics are those that, according to Tudge et al., (2009, p. 200), have to do with the “differences or temperaments, motivation, persistence and the like”. According to Bronfenbrenner and Morris (2006, p. 810) these can be divided into two types of characteristics, namely, *developmentally generative* and *developmentally disruptive*. Developmentally generative characteristics involve active orientations such as being curious, being able to take initiative and engaging in activities, either individually or with others (ibid). In contrast, as stated by Bronfenbrenner and Morris, (2006, p. 810), “developmentally disruptive characteristics include characteristics such as impulsiveness, explosiveness, distractibility, ready to resort to aggression and violence and having difficulties in maintaining control over emotion and behaviour.”

According to Swart and Pettipher (2011, p. 12), these characteristics are regarded as forces that mobilise proximal processes and sustain their operation, or interfere with their occurrences. Hence this study investigates with view to understanding teachers’ perceptions of behavioural problems, how personal characteristics (in this case of teachers and learners) play a role in mobilising proximal processes.

3.3.4.4 Time/Chronosystem

This is the fourth and last component of Bronfenbrenner’s bioecological model.

This level focuses on the time dimension and how it relates to the relations between the systems and their impacts on the individual’s development. It further comprises transformation or consistency over time, not only in the features of the person but also of the environment in which that person lives, e.g. changes over the life courses in family structure or socioeconomic status (Swart & Pettipher, 2011).

According to Tudge et al., (2009, p. 200), the four elements discussed above should be present in studies that claim to have used the bioecological model or theory. However, it is clarified that in

cases where it proves to be impossible, this needs to be acknowledged. In the case of this study, which is not a longitudinal study concerned with human development, I am also not trying to build a theory; instead I am using the Bronfenbrenner's model as a frame/heuristic to make sense of how teachers' perceptions of behavioural problems and the manifestation of behavioural problems are located within the nested social system. Therefore, the chronosystem is not relevant (Bronfenbrenner & Ceci, 1994; Donald et al., 2010; Swart & Pettipher, 2011).

Each of the four different systems discussed in this section are interdependent and contain norms and rules that can powerfully shape an individual, namely, teachers and learners who are the focus of this study (Donald et al., 2010; Swart & Pettipher, 2011; Nel et al., 2012).

3.4 The application of Bronfenbrenner's bioecological model to research

The ecosystemic perspective, in particular the *bioecological* model of Bronfenbrenner's (1992) has been adapted and used by different researchers. Seeking to understand issues around IE in India, Singal (2006, p. 240) adopted it to explore the development of IE as built and constrained by factors operating at different levels, and how practices are shaped by the interactive influence of individuals and their social contexts. Further, Donald et al.(2010, p. 42) applied it in relation to understanding the education process and barriers to learning in South Africa, while Engelbrecht (1999, p. 4) adapted it to illuminate, also in South Africa, how human experience and action in everyday life are part of the wider human, political and ethical social activity.

Further, Pieterse (2010) applied Bronfenbrenner's bioecological model to conceptualise the creation of a holistic, integrated educational support system of learners experiencing barriers to learning. Drawing from all these, an inference can be made that this model is appropriate for understanding issues related to IE, which is where this study is located.

If separated from the social context in which they occur, the values, understanding and actions of individual people in this case teachers and learners are difficult to understand. The fact that this model stresses the complexity of the interaction, interrelatedness and interdependence of various systems, which impact on teachers' perceptions, learners' development and behaviours (Swart & Pettipher, 2011, p. 13), makes it the most appropriate framework.

This model provides an alternative conceptual tool for understanding and dealing with learners' behaviour in broader contexts, which consist of the teachers, learners, schools and society. In this

study this theory is extended from human development to a heuristic tool and analytical framework in Phase two of data analysis activity (Chapter 6).

As indicated by Singal (2006, p. 240), “identifying the different factors operative within and between these systems facilitates a better understanding of Inclusive Education.” Thus, this framework allows for an exploration of IE as being about the development of systems (mainstream education) and individuals (teachers’ perceptions and learners’ behaviours) as located within the different systems (Singal, 2006).

3.5 Conclusion

In this chapter I explained the Bronfenbrenner’s Ecological Systems Theory and why it is appropriate for this study. It has also shown how the broader Ecosystemic perspective and Complexity Theory provides a useful, backdrop to better understanding Bronfenbrenner’s approach. The chapter explored the different levels that makes up the nested systems of his model (microsystem, mesosystem, exosystem, macrosystem and chronosystem) and briefly considered how this could be applied to viewing how teachers’ perceptions and learners’ behaviour can be shaped and influenced by these multiple systems. The chapter further looked at how some researchers have adopted and applied his model and, lastly, it justified why Bronfenbrenner’s bioecological model was adopted as a heuristic tool/framework for this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

This chapter introduces the methodology that I used to carry out this research. It focuses on the research design, the kind of tools used and procedures followed during the data gathering process. It also describes the steps taken in the research process and the means by which the data gathered were analysed. This chapter further deals with ethical considerations, pilot study, concepts of reliability as well as validity.

4.2 Research Orientation

As stated in Chapter One, the overarching goals of this study (see Section 1.4.) informed my choice of orientation to the research. In order to gain a deeper understanding of teachers' perceptions, this study adopts a constructivist ontology and epistemology. I felt it was the most suitable approach for seeking to understand social issues such as the one under investigation.

Within a qualitative research approach, according to Gay, Geoffrey and Airasian (2009, p. 12), researchers are concerned with understanding individual perceptions of a certain phenomenon and seeking insight into this specific phenomenon. Further, as stated in Cohen et al., (2011) an interpretive approach stresses that through their world experience, human beings make their own meanings and construct their own realities. I therefore investigated teachers, and to some extent learners, in their natural settings. According to McMillan and Schumacher (2001, p. 369), "people's perceptions are what they consider 'real' to them, and what directs their actions, thoughts, and feelings." This study therefore is of qualitative and interpretive nature which matches well the intentions of this study as stated above.

This approach provided the opportunity for understanding the social phenomena from the respondents' perspective and experiences. According to Cohen et al., (2011, p. 17) the qualitative approach is best at retaining the integrity of the phenomena being investigated, as efforts are made to get inside the person and to understand from within. The qualitative approach further enhanced my opportunity to be able to engage in an in-depth study of the research subject, putting more emphasis on the respondents' interpretation relevant to the case and, at the same time, leaving openings for further explorations (ibid).

4.3 Research Method

According to Cohen et al. (2007, p. 47) who focus on research in education, a research method is an approach to gather data to be used as a basis for inferences, analysis, interpretation and prediction. In order to understand teachers' perceptions of learners' behavioural problems and how the behaviour is perceived to be problematic, can be located in the nested social system, the case study approach was thus used in this research.

Yin (2009, p. 18) describes a case study as, "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident." For this study, the general objective is to develop an understanding of the specific case, that of selected Namibian teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners in selected schools in Oshana Educational region.

Cohen et al. (2011) state that a case study provides a distinctive example of real people in real situations, which enables readers to understand ideas more clearly. I have opted for the case study method in this research because it possesses the features and strengths that allowed me to intensively investigate the perceptions and views of Namibian teachers. According to Merriam (2009, p. 50-51) a case study possesses the following major strengths:

- It offers means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon.
- It results in a rich and holistic account of a phenomenon.
- It enables the examination of an applied field's processes, problems and programmes for the purpose of understanding that in turn can affect and perhaps improve practice.
- Case study has proven particularly useful for studying educational innovations, evaluating programs and informing policy.
- It offers insights and illuminates meanings that expand its readers' experiences.

Although a case study is supported by many, it has some limitations; among them are issues of reliability, validity, and generalizability. Further, it is also limited by the sensitivity and integrity of the investigator (Merriam, 2009, p. 52).

According to Shields (2007), the case study does not attempt to eradicate what cannot be reduced or simplify what cannot be simplified. It acknowledges that there are no simple answers which it can qualify as a gold standard. I therefore chose the case study because it allows for the in-depth examination of a specific case and also allows the researcher to gain rich descriptive data on the phenomenon under study (Yin, 2009).

4.4 Research sites

The sample selected for this study was three senior secondary schools in the Oshana region in Namibia. They are all boarding schools located in urban areas, but have some of the learners commuting from home. The towns, circuits and schools as sites where this study was carried out were all given fictitious names or assigned codes.

School A

Located in the Oshana region, this school is one of the oldest government-funded secondary schools in the region. It is in Kalapamwe Circuit, located in the centre of Shiponga town. This school was established in the early seventies and did not have boarding facilities; these were provided in 1990. The school is surrounded by houses, of which the majority have bars and sheebens attached. Currently many of the school buildings look vandalised, with broken windows and doors. The school has a library, a computer laboratory and science laboratories, but no visible sport facilities. This school caters for Grade 8 -12 learners. The school has 1 049 learners of which 216 are in Grades 8-10 (junior secondary phase) and 833 in Grades 11 and 12 (senior secondary phase). Learners attending the school are from different tribes and communities. Due to limited spaces in the hostel, about 60% of the male learners are non-boarders. These learners rent flats or shacks and a few live with their families or relatives. The school has 41 teachers who teach across the junior and senior phases. The school timetable consists of eight, 40 minute lessons and they follow a seven day cycle.

School B

This is a government school, established in 1979. It is in the Oshinyadhila circuit, located in Shikopi town. There is an informal settlement on the east of the school. Previously, this school was one of the best performing high schools in the country. At present, the school caters for 712 learners, of which 202 are in Grades 8-10 (junior secondary phase) while 510 are in Grades 11

and 12 (senior secondary phase). It has six hostel blocks: three for the girls and three for the boys. The hostel can only take in about 500 learners. Some of the learners are therefore non-boarders who either live with families or relatives or are renting. The hostel accommodation looks old, the lockers are broken and walls have graffiti on them, especially in the boys' hostels. The school has several laboratories and workshop buildings. However, the majority of the buildings are old and in a dilapidated state. Most of the chairs and tables have graffiti on them. As observed, after school the chairs and tables are left lying on the floor in classes and also outside. Some of the windows and doors are broken. The school has sport facilities such as a netball and basketball courts, as well as a big sport field where lots of sport activities take place. The school has 37 teachers of which the majority teaches across the two phases, following a seven day cycle of 40 minute lessons. This school offers a variety of fields of study, ranging from sciences, social sciences to pre- vocational subjects.

School C

This school, established in 1975, is one of the oldest secondary schools in the Oshana region. It is in Okasheshete circuit, located in Onanke town, which is the oldest of the three major towns found in the region. Most of the buildings are old, but still in use. However, some extensions and renovations have been made. The school has a library, a computer and science laboratories, as well as a home science classroom. All of these special rooms are equipped. The school has four hostel blocks for girls and two for the boys. It is surrounded by a lot of shebeens and bars on the eastern and southern sides. It is home to 822 learners, who come from different communities and language backgrounds. Among the 822, only 640 learners are in the hostel, which leaves 188 learners to be non-boarders, of which the majority are Grade 11 and 12 learners. Only three non-boarders are in Grades 8-10. There are 42 teachers, of which the majority teach across the junior and senior phases.

4.5 Sampling procedure

According to Cohen et al., (2011, p. 143) it is necessary to take a sampling decision early when planning for the research, which should include factors such as expenses, time, and accessibility. Johnson and Christensen (2004) define a sample as a group of individuals, items, or events that represents the characteristics of the large group from which the sample is drawn. This study applied purposive sampling, which McMillan and Schumacher (2001, p. 400) defined as

“selecting information-rich cases for study in-depth”. Furthermore, according to Ball (cited in Cohen et al., 2007, p. 115), purposive sampling is mostly used “to access ‘knowledgeable people, those who have in-depth knowledge about particular issues, by virtue of their professional role, power, access to networks, expertise or experience.’” For this study the selected respondents are deemed to have met the criteria.

There are six senior secondary boarding schools in the region and three of these schools were selected for the study based on the criteria stated below:

- They are senior secondary schools with boarding facilities and a large number of learners.
- The school should have a hostel as well as learners who commute from home or rent accommodation, with or without adult supervision.

These grades (11 and 12) were chosen because, in my experience (being a teacher of the same grades), most of the known and reported behavioural problem cases are manifested by learners in these grades.

Five respondents (three teachers, the principal and a school counsellor) from each of the three secondary boarding schools were selected. This study intended to involve teachers based on their experience with the Grade 11 and 12 learners and at least those who have been with the particular school for two years. As for the teacher counsellors, they should be teaching Life Skills in the same Grades (11 and 12). However, during the investigation the two-year at that school criterion could not be strictly adhered to four of the fifteen respondents. It ended up that two of the teacher counsellors had only been with their schools for a year or less than that. On the other hand, two of the school principals who took part in this study have also not been with their respective schools for more than two years.

As noted by Cohen et al. (2011) the principal means of ensuring anonymity, is not using the names of the participants or any other personal means of identification. To protect the schools’ and respondents’ confidentiality, codes have been assigned. The schools are coded as School A, B and C, The principals, PA, PB and PC. The teacher counsellors are coded as TCA, TCB and TCC, while teachers from the three schools are coded as (School A) T1A, T2A, T3A, (School B) T1B, T2B, T3B and (School C) T1C, T2C and T3C. Table 4.1 further shows the respondents’

ages, years of teaching experience, their professional qualifications, other training and the role as well as other responsibilities of each respondent.

Table 4.1: *Respondents' background information.*

Respondents	Age	Teaching experience	Professional Qualifications	Other training/s	Teacher's role and other responsibilities at school
TCA	44	11	B.Ed	Guidance and Counselling	Grade 8 & 11 Life Skills teacher and teacher
PA	46	16	HED +MBA	N/A	Grade 8 &12 Accounting teacher and a principal
T1A	31	8	B.Ed	N/A	Grade 11 & 12 Mathematics teacher
T2A	31	5	HDE	Life Skills	Grade 11 and 12 Geography teacher, hostel supervisor
T3A	42	11	B.Ed	N/A	Grade 12 English teacher and hostel supervisor
TCB	30	7	Bed.Hons	Guidance and counselling	Grade 11 & 12 Life Skills teacher
PB	35	12	HED	Guidance and counselling	P.E teacher, English Grade 11
T1B	30	7	Bed	N/A	Grade 11 & 12 Biology teacher
T2B	33	10	BETD &ACE	N/A	Pre vocational Grade 11 & 12 teacher
T3B	39	17	HED	HIV/AIDS	Home Science Grade 11 & 12, Entrepreneur
TCC	47	25	B.Ed	Guidance and counselling	Grade 10, 11 & 12 Language teacher, Teacher counsellor
PC	40	17	B.Ed Hons	Guidance and counselling	Maths Grade 10 and 11 teacher and a principal
T1C	33	5	BETD & ACE	N/A	English Grade 11 & 12 teacher, hostel
T2C	37	17	B.Ed	N/A	History teacher Grade 11 & 12, hostel supervisors
T3C	25	4	BETD & ACE	Learner support	English teacher Grade11 & 12

Based on the background biographical information presented in the Table above, all respondents are qualified teachers; they have all obtained teaching qualifications ranging from the Basic Education Teaching Diploma (BETD) to the Bachelor of Education Honours Degree. Their teaching experiences range between five to twenty five years, while their ages range from 25 to 46. Interestingly, six of the respondents were trained in Guidance and Counselling, while one was trained in HIV/AIDS and the other one in learner support. Seven of the respondents had not

received any other training apart from their teachers' training. Irrespective of the position and role of respondents at schools, all of them teach in Grade 11 or 12.

4.6 Data Collection

In this study I used multiple methods of data collection namely, semi-structured interviews as the main tool of collecting data, supplemented with observations and document analysis. These methods were applied concurrently. What I got from interviews was checked against what I observed in schools as well as what I got from the documents I analysed. This allowed me to compare and cross check data collected and observations made at different times.

4.6.1 Interviews

According to Rubin and Rubin (as cited in Arksey & Knight, 1999, p. 2), qualitative interviews are ways of uncovering and exploring the meanings that underpin people's lives, routines, behaviours and feelings. In this study I used semi-structured interviews using open-ended questions as a main data collection method. Semi-structured interviews fall between structured and unstructured formats. They are less formal than the structured interviews and share features with the unstructured. They are also loosely structured around an interview guide, which contains key questions (Gay et al., 2009, p. 419).

The focus of this study concurs with De Vos, Strydom, Fouche, and Delport's (2005) explanation on the instances suitable to adopt semi-structured interviews. They indicate that semi-structured interviews are appropriate when researchers wish to obtain a detailed picture of an individual's perceptions and beliefs, which is the case for this study. Moreover, conducting interviews is regarded as a more natural form of interacting with respondents as it fits well with the interpretive approach to the research, which is aimed at deriving meaning from human experience within the context of their experience (De Vos et al., 2005; Terre Blanche, Painter, & Durrheim, 2006).

According to Arksey and Knight (1999, p. 7), when one is using semi-structured interviews one is free to follow up ideas, probe for answers and ask for interpretation or further elaboration. Participants can answer the questions in terms of what they see as important. Likewise, there is room for them to choose what and how much to say about a particular topic. For this study, follow up interviews were conducted after observation and listening to the tapes. This was used

with the intent of acquiring rich data through face-to-face interaction on the issues that were not clear.

The interview schedule questions focused firstly on teachers' views and perceptions of learners' behavioural problems, which enabled me to explore what teachers perceive to be types of behavioural problems, the contributing factors of behavioural problems, and the impact of such behaviours to teaching and learning. Secondly, they focused on how teachers prevent and respond to learners' behavioural problems (see Appendix G). Despite the fact that I sometimes used different wordings and additional probing questions to elicit more specific information from some respondents, all three categories of respondents were asked questions that seek answers to the main research questions and that lead to the attainment of the research goals.

An audio-recorder was used during the interviews because of its convenience and content reliability as a verbatim account of the interview (De Vos et al., 2005). According to Terre Blanche et al., (2006), audio-taping allows researchers to analyse the data verbatim through which they can avoid to rely on memory notes which, sometimes, might be subjective. Using the audio-recorder has the advantage of transferring the interview data directly to the computer for storage and transcription. However, in this study despite all respondents having consented to be audio-taped, four of the respondents later changed their minds and indicated that they were not comfortable with it. Eventually, I ended up taking notes during the interviews, which was time consuming.

Interviews have some limitations, however. According to Green and Thorogood (2009), interviews can sometimes provide access to what is said by people and not what they do. Thus, observing the teachers and learners in action in their natural setting and analysing some documents, to a certain extent, helped me to understand the extent to which there is congruence between what they say they do and what they actually do.

4.6.2 Observation

In this study, observations were applied as a supplementary method to semi-structured interviews and document analysis. Observation provided me with a reality check of everyday practices at schools. I observed the general school appearances and organization, in particular the teacher counsellors' office, hostels as well as other teachers' offices. I further observed the relationship

and communication between teachers and learners. To a certain extent, teaching and learning in few classes was observed. The conduct of learners in and around the school, as well as the school disciplinary procedures, was observed.

Observation is another important data collection tool as it provides a researcher with the opportunity to gather live data from naturally occurring settings (De Vos et al., 2005). Morrison (as cited in Cohen et al., 2007, p. 397) indicates that, through observations, one can gather data on the physical environment and its organization of people, the characteristics and make-up of the groups or individuals being observed. It is further indicated that through observations the interactions that are taking place and programme settings can be known.

De Vos et al., (2005) also state that through observation, a researcher will have the opportunity to directly observe and note what is taking place or going on in a specific situation at a certain place, which further allows for the possibility of formulating or reformulating questions for follow-up interviews.

Observation as a method of data gathering has the advantage that the behaviour to be observed is recorded first-hand as compared to other means where data is gathered as second-hand (De Vos et al., 2005; Merriam, 2009). Observation can also have the weakness that the presence of the observer, who is usually a stranger to the respondents and settings, may influence the behaviour to be observed (Merriam, 2009). However, this was addressed through the application of various data collection methods and source triangulation (see Section 4.9.1).

4.6.3 Document Analysis

Apart from interviews and observations, I also analysed documents deemed relevant for this study. These included education policy documents such as *EFA* (Namibia, MEC, 1993); learners' codes of conduct under the regulation of the Education Act 16/2001 (Namibia, MoE, 2001); the *Draft Sector Policy of Inclusive Education* (Namibia, MoE, 2011) as well as school disciplinary policies. I analysed these documents to familiarise myself with the current policies and position of the Namibian Ministry of Education and schools relating to issues of learners' behavioural problems as a barrier to learning.

As explained in Merriam (2009), written documents can provide insights into the culture of organizations, the value of underlying policies, the beliefs and attitudes. In addition, document

analysis has the advantage of being accessible at any convenient time for the researcher while enabling the researcher to acquire the language and words of the participant (Creswell, 2008, p. 231). Echoing the similar sentiment, Merriam (2009, p. 139) indicates that documents are valuable because the presence of documents does not intervene upon the setting in ways that the presence of the researcher, further documents do not depend upon the desires of human beings, whose cooperation is needed for collecting good data through interviews and observations.

4.7 Pilot study

To ensure that interview questions were clear, unambiguous and aligned to the goals of the study, a pilot study was done with full-time Namibian student teachers reading for a Master's degree at Rhodes University. All had been teachers for more than ten years in Namibia. Welman et al., (2005) describe a pilot study as entailing the administration of a new research instrument to a limited number of subjects to test it before administering it to the actual sample. This is necessary for detecting possible errors in the measurement procedure and as a way of identifying unclear or ambiguously formulated items.

Gay et al., (2009) emphasise that the participants' feedback after the pilot confirms or challenges the assumptions made during the formulation and writing of questions such as clarity and ambiguity. It was also relevant to practise for experience and building my confidence in using the instruments as well as revising the questions before the actual interviews. The pilot study enabled me to refine research data collection plans and rephrase some of the questions.

4.8 Data Analysis

Merriam (2009, p. 176) defines data analysis as “ a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation.” These may form the findings of the study, which can be in a form of descriptive accounts, themes or categories that present the data or sometimes in the model or theory forms that explain the findings (ibid). Further, according to Cohen et al., (2011, p. 538) data analysis in qualitative research involves describing, interpreting, discovering patterns, categories and creating themes. It further involves making sense of data in terms of the participants' definitions of the situation.

According to Terre Blanche et al. (2006, p. 323), deducing themes involves looking at one's data and trying to work out what the organizing principles are that naturally underlie it. Moreover, themes should ideally arise naturally from the data; however they should also have a bearing of one's research question and goals. In addition, Merriam (2009) proposed for qualitative data collection and analysis to be simultaneous, for the researcher to be able to generate categories.

This study opted for an interpretive analysis. Following Terre Blanche et al., (2006), this study provided detailed descriptions of the data and placed real-life events and phenomena in perspective, which is the main aim for interpretive analysis. In this study the data were analysed during and after the period of data collection. This is consistent with Maree's (2007, p. 195) view that, qualitative data analysis tends to be an on-going and non-linear process, whereby the data collection and data analysis are intertwined.

In this study, data collection and analysis were carried out simultaneously. I started with the data transcription from the voice-recorder, which helped and provided me with the opportunity to familiarise myself with the data. Merriam (2009, p. 176) states that "the data analysis starts with the identification of segments in ones data set that are responsive to the research questions." The data analysis for this study consisted of two phases of data analysis activities. In the first phase, the activity of data analysis identified patterns and trends in the interview transcriptions and observations. With the goals of the study and theoretical perspective informing the study in mind, I followed Litchman's (2010, p. 197) explanation that data analysis in a qualitative research approach focuses on moving from coding initial data through the identification of categories, to the recognition of important concepts, categories and themes. In this study, open coding was further applied to synthesise and classify patterns and trends into categories and broad themes (Taylor & Bogdan, 1998, p. 88; Merriam, 2009, p. 179) which are presented in Chapter 5.

The second phase of data analysis activity (dealt with in Chapter 6) applied Bronfenbrenner's *bioecological* model adapted by Swart and Pettipher (2011) as a heuristic framework to make sense of, and interpret how teachers' perceptions and learners' behavioural problems are located

in a nested social systems. Bronfenbrenner's model (1992) provided a descriptive and an analytical language for interpreting and analysing what emerged in the first phase and activity of data analysis (see Chapter 5). The categories and broad themes that emerged from the data are presented in Table 4.2 below.

Table 4.2: *The emergent categories and broader themes.*

Categories	Broader themes
<ul style="list-style-type: none"> • Respondents' perceptions of behavioural problems manifested by the Grade 11 and 12 learners. 	<ul style="list-style-type: none"> • Behaviours manifested by learners which teachers perceive as problematic. • Teachers' perceptions of the most challenging behavioural problems. • Teachers' perceptions of factors contributing to behavioural problems. • Teachers' perceptions on the impact of behavioural problems.
<ul style="list-style-type: none"> • Addressing behavioural problems 	<ul style="list-style-type: none"> • Preventative strategies • Responsive strategies • Supportive and motivation strategies • Perceived challenges experienced by teachers in addressing learners' behavioural problems

4.9 Trustworthiness: validity and reliability

In a research world, everyone wishes to produce research that is valuable and makes a difference. As indicated in Merriam (2009), "all research is concerned with producing valid and reliable knowledge in an ethical manner."

4.9.1 Validity

According to Gay et al., (2009, p. 375), validity refers to the ability to produce findings that are in agreement with theoretical or conceptual values, which looks at producing accurate results by

measuring what is supposed to be measured. Further, McMillan and Schumacher (2001, p. 407) refer to validity in qualitative designs as “the degree to which the interpretations and concept have mutual meanings between the participants and the researcher.”

To enhance validity and reliability for this study, triangulation in methodology (evidenced by the usage of semi-structured interviews, observations and document analysis) was applied. Sources triangulation, involving school principals, teacher counsellors and teachers, and data analysis, through analysing the data in two phases (see Chapters 5 and 6) was also used. Campbell and Fiske (cited in Cohen et al., 2007, p. 141) noted that “triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”. Therefore, in this study triangulation was relevant in generating and strengthening evidence in support of key claims as well as ensuring the agreement between different sources and data collection methods.

Furthermore, respondents’ review of the way the data was represented was also done. In this study, I also tried to enhance validity by piloting the questions (see Section 4.7). During the interviews, I have made use of a voice recorder with eleven of the fifteen respondents to accurately catch their words, which were referred to throughout the writing up of this thesis.

4.9.2 Reliability

Several researchers conceptualised the term reliability in qualitative studies, arguing that the concepts consistency and dependability, trustworthiness, credibility and transferability are rather appropriate (Merriam, 2009; Cohen et al., 2011). Sharing the same sentiment, Wolcott (2005 p. 159) views the term reliability as inappropriate for qualitative studies by reasoning that:

In order to achieve reliability in that technical sense, a researcher has to manipulate conditions so that replicability can be assessed. Ordinarily, fieldworkers do not try to make things happen at all, but whatever the circumstances, we most certainly cannot make them happen twice. And if something does happen more than once, we never for a minute insist that the repetition be exact.

For researchers to contribute to the trustworthiness of their research and to the understanding of it, they should address the descriptive, interpretive and theoretical validity (Cohen et al., 2011, p. 183). According to Gay et al. (2009, p. 376) qualitative researchers believe that everything they study is context-bound, and they also do not seek to draw conclusions that can be generalised to

a larger group, hence including as much descriptive details as possible for others to see the scenery is therefore required. This is supported by Merriam (2009, p. 229) who asserts that in providing rich description, a researcher plays a role in contextualising in such a way that readers will be able to see the extent to which their situations match the research setting, and hence whether findings can be transferred. This study has, therefore, addressed trustworthiness by providing rich descriptions. I also used the same question guide and probed for clarification with all the respondents.

4.10 Ethical issues

In any social science study, the issue of ethics needs to be considered. Prior to the study permission had been sought from the Permanent Secretary of the Ministry of Education, Regional Education Director, school principals and teachers. According to Arksey and Knight (1999, p. 129), obtaining informed consent is necessary to safeguard the participants' privacy and welfare. It also gives them a choice to decide whether they should take part or not. Following Cohen et al., (2007, p. 52), this study applied the elements of informed consent such as *competence*, which requires that the responsible individuals make correct decisions after being provided with relevant information; *voluntarism*, which ensures the participants' freedom to either participate or not; *full information*, which refers to the fact of fully informing the participants of the purpose and procedures of the study and *comprehension*, which refers to participants fully understanding the nature of the study.

Cohen et al. (2011) indicate that, protecting the privacy, anonymity, confidentiality and reputation of the schools and teachers as well as that of students being discussed by the teachers, should be the primary ethical issue in a study (see Section 4.5). Hence, because this study focused on teachers' perceptions of behavioural problems manifested by their students in their Grade 11 and 12 classes, I was particularly aware that there could be a potential risk of revealing details about these students and the need to protect their individual privacy. Thus I took extra precautions to ensure that information provided to me about students was not divulged by name by me and my study to others in the school or by name in this study. Similarly, pseudonyms and codes were used for all towns, circuits, teachers and schools.

4.11 Limitation of the study

Each study is unique and has its own limitations. The following points are regarded as limitations to this study:

- This study has the usual main limitation of a small sample in that one cannot generalise the conclusions to broader populations across Namibia.
- Time and financial constraints were the limitations for this study. I only had two weeks to spend at each school, thus limiting the scope of the data collection. Further, some respondents allowed me only a limited time for interviews.
- Four of the respondents withdrew from having the interviews audio-taped; I had to take notes during the conversations, thus the information given might not all have been noted and recorded.
- Some of the respondents have not met the criteria of being with the school for more than two years; it could have resulted in them not being suitably acquainted with the learners' behaviours.

Despite the cautions noted above I am convinced that one can still have confidence in the integrity of the data or the essential validity of the conclusions.

4.12 Conclusion

This chapter gave an outline of the research methodology used to conduct this research. This included the research design, sampling, and data collection instruments. It also included the pilot study, data analysis and ethical considerations which were all consistent with the qualitative approach within an interpretive paradigm.

CHAPTER 5

DATA ANALYSIS: TEACHERS' PERCEPTIONS

5.1 Introduction

This chapter presents the findings of what emerged in the observations made at the schools and interviews conducted with principals, teacher counsellors and teachers (hereafter referred to as the respondents) at the three selected schools. The chapter begins with an analysis and discussion of the types of behaviours the respondents identified as problem behaviour. Secondly, it analyses and discusses what the respondents perceived to be the contributing factors to the behavioural problems they identified. Thirdly, it discusses the impact of learners' behavioural problems and lastly it considers how the respondents deal with the behaviours they perceive as problematic in their schools and classrooms. Data are organised and presented in a way that illustrates the three categories of respondents that participated in the study (that is, the principals, teacher counsellors and teachers) using the coding system explained in Section 4.5.

5.2. Behaviours manifested by learners which teachers perceive as problematic

The different types of behaviour which the teachers perceived as problematic are summarised in Table 5.1 below. It shows twenty one behaviours which the teachers perceived as problematic. The most frequently mentioned perceived as problematic were (irrespective of whether they were a school principal, counsellor or teacher): fighting, dodging lessons, substance and alcohol abuse and absenteeism. This is followed by bullying, learners not doing their work and disrespect of teachers. These are followed by shouting, distracting others, sneaking out of the hostel and lack of punctuality, which were indicated by six and seven respondents. These then were the commonly held perceptions shared by almost the entire group of respondents.

Table 5.1: Summary of the behaviours manifested by Grade 11 and 12 which teacher perceive to be problematic.

Respondents	TC	TC	TC	PA	PB	PC	T1	T2	T3	T1B	T2B	T3B	T1	T2B	T3B	Tot
Types of behavioural problems																
Fighting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
Truancy and absenteeism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
Substance and alcohol abuse	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
Bullying	X		X	X		X	X	X	X	X	X	X	X	X	X	1
Learners not doing school	X	X		X		X	X	X	X		X	X	X	X	X	1
Disrespect of teachers and		X	X	X	X	X	X		X	X		X	X	X	X	1
Distracting others	X	X	X					X	X			X		X		7
Shouting or making noise	X	X			X			X	X			X			X	7
Sneaking out of the hostel			X	X		X			X	X					X	6
Late coming/ unpunctuality	X			X		X	X					X		X		6
Using abusive language	X			X					X		X	X				5
Moving around the school	X	X						X	X			X				5
Throwing things at teachers	X		X								X			X		4
Sleeping during lessons			X	X			X	X								4
Stealing										X		X		X	X	4
Vandalizing school	X						X				X			X		4
Using cell phones during	X	X	X		X											4
Uniforms worn		X	X								X					3
Learners being in		X		X										X		3
Learners involved in gangs				X						X						2
Drawing pornography											X					1

Table 5.1 also shows that in terms of the other behaviours identified as problematic, there was consensus amongst the respondents. Fewer respondents (between four and six) identified the use of abusive language, moving around the school, throwing things at teachers, sleeping during lessons, stealing, vandalising of school properties and uniforms not worn properly as problem behaviour. Very few (between one and three) respondents perceived learners as being in (romantic) relationships, learners involved in gangs and drawing pornographic materials as casual factors in behavioural problems.

Guided by the literature reviewed (see Chapter 2) and from what emerged in the interviews with the respondents (as shown in Table 5.1), I categorised the behaviours into three broad categories, namely, *violent and aggressive behaviour, off-task and disruptive behaviour and disrespect of*

authority and teachers. The first category involves fighting, bullying, substance abuse, using abusive language, stealing, vandalising school properties, and learners being involved in gangs. The next category identified was *off-task and disruptive behaviour*, and this includes learners' truancy (dodging lessons), learners not doing school work, learners distracting others when they are doing their work, being unpunctual, sleeping during lessons, and using cell phones during lessons. The last category, *disrespect of authority and teachers*, includes disrespect of teachers, sneaking out of the hostel, throwing things at teachers and not wearing school uniform properly.

Table 5.1 shows how the respondents' perceptions of problem behaviour manifested by the Grade 11 and 12 learners are both similar and different within and between the three respondent categories (principals, teacher counsellors and teachers). Despite the fact that all categories of respondents are involved in indicating the first top five types of behavioural problems presented, their patterns and frequencies on the rest of the types of behavioural problems varied.

The *teacher counsellors'* highest percentage goes to the off-task and disruptive behaviour, followed by violence and disrespect for authority and teachers. None of the teacher counsellors mentioned stealing, learners involved in gangs and drawing of pornographic materials as behavioural problems. When I probed further, they indicated that learners rarely misbehave in their presence and that their perceptions of what behaviour was problematic was based on what they observe around the school and what has been referred to them by colleagues and the principal. On the other hand, the majority of the *principals* who were interviewed indicated that violent behaviour was the most serious behavioural problem they had to deal, and that disrespect, off-task and disruptive behaviour were equally prevalent. The *teachers* indicated violent behaviour to be the highest, followed by off-task and disruptive behaviour and, lastly, disrespect.

Asked about how they diagnosed learners with the behaviour problems indicated above, all the respondents pointed out that the problem behaviour is observable. They also agreed that there are common behaviours which are evidence of behaviour problems, for example, if a learner dodges classes (truancy), it is already evidence that she or he has behaviour problems. Other behaviour problems might manifest through learners' use of bad language, disrespecting teachers, not doing homework, fighting, bullying others, and being outside or noisy during the classes. According to

the majority of the respondents, one can observe that those learners have behaviour problems by how they behave over a certain period of time. This is supported by Conray and Brown (2006), who state that the key to identifying types of behavioural problems is the persistence, frequency and severity of the behaviour. The next section discusses in more detail what emerged in the interviews in relation to the three broad behavioural categories: violent and aggressive behaviour; off-task and disruptive behaviours, and disrespect for teacher and authority.

5.2.1 Violent and aggressive behaviour

The respondents indicated that violent and aggressive behaviour such as vandalism against teachers, other learners and school properties, assault, bullying, sexually harassments, attacks on teachers or other learners, gangs fighting and many other types are being observed. In my study the majority of the respondents viewed the latter as having their roots in the society. This is consistent with the literature (De Wet, 2003; Nespect 2006; Sam 2011; Ncontsa & Shumba, 2013).

The Principal of School B stated that:

Some of our learners are exposed to so much violence and substance abuse, which definitely has its root cause in the society where they came from, because experiences taught me that human beings we do what we see (*sic*), we do by observation, if you are exposed to someone at home drinking every day, fighting, using abusive languages and doing all bad things with your young mind you will interpret this as normal and that is where the problem starts [BP]

These views affirm the observations made by De Wet (2003, p. 93). Niemann et al. (2011, p. 367) express that learners often experience high levels of aggression due to harsh or erratic parental or teacher supervision and discipline, physical abuse which can be administered by either teachers or parents, family conflicts and poverty. One may infer that factors such as low self-image, frustration caused by learning or emotional problems, inadequate participation on the part of learners in the preparation of school rules, truancy and the influence of gangs could be regarded as contributing towards violence and aggression among learners. Fighting, alcohol abuse and bullying as the types of violent and aggressive are discussed next.

- **Fighting among learners**

All the respondents perceived fighting among learners to be a common behavioural problem manifested by their Grade 11 and 12 learners. Further, they indicated that it occurred anywhere in the school, including when a teacher was busy teaching; learners would be hitting each other with chairs. This was also evident during my visit to the schools. Some learners fought while on the sports field and, in another incident, they started throwing things at each other in the presence of a teacher during a lesson.

The majority of the respondents linked fighting among learners to bullying as in many cases, although not always, they perceive it to have resulted from bullying. This is supported by the teacher counsellors who commented that often when they are counselling learners after a fight, it came to light that fights usually break out as a result of bullied learners/victims developing a defence mechanism. The principal of School C explained how the bullying may lead to fighting:

You will find more specially at the beginning of the year when we have new intakes and the old ones know so these could be, there's just general bullying, so learners who want to bully others. They want to show that they are superior to other learners; they want to show that they have been there. They are the 'veterans' in the system [PC].

Some respondents pointed out that, in some instances, a fight can break out between day learners being supported by gangs from the community and learners in the hostel. A respondent explained that, in some instances, learners get involved in "heavy fighting", which results in one learner stabbing another with weapons such as knives and other sharp objects. A teacher at school A shed light on this by stating that:

As of fighting, it can sometimes get out of hand when it involves weapons such as the use of knives or sharp objectives. Learners sometimes have gangs that fight even outside the school. They copy what they see in movies. There was an incident where one learner was stabbed here and it was very bad [T3A].

On a same point, the principal of School A emphasised the seriousness of fighting with weapons by stating that:

I told you about learners fighting and in possession of weapons - the case of that learner who was stabbed by another learner. He could have died if he was not instantly taken to the hospital, it was too bad [PA].

This was further supported by some respondents, in particular from school B, when they singled out the issue of the Grade 12 learners commonly being involved in heavy fighting towards the end of the year, which they ascribed to learners knowing that they would soon leave school for good. The respondents further expressed their concern with regards to the increase of violence in the community and the media from which learners copy.

These findings confirm what is reported on a study by De Wet (2003, p. 94) that violence is overestimated in printed media, television programmes, films and fiction, and that this has steered to a situation where violence is acknowledged and legitimised in general. Further, as observed in Cullinan and Sabornie (2004), children exposed to other people exhibiting inappropriate behaviour and television where violence is all too often celebrated and deemed victorious are prone to practising what they observed. Additionally, as indicated in Maphosa and Mammen (2011), the availability and accessibility of television, cell phones and internet makes it easier for learners to copy what they see, while making it difficult for teachers to monitor them.

- **Alcohol abuse**

The majority of the respondents were of the view that alcohol is the number one contributing factor towards the manifestation of violence and aggressive behaviour among learners, which may further involve stealing, gangsterism, usage of abusive languages and vandalism. A teacher at school C briefly explained an incident of vandalism triggered by alcohol:

Now teachers are even afraid to drive in their cars when they go to functions in the area. This thing happened at a graduation party at a house in town when a teacher saw some learners drinking hot stuff and told them to stop it because they needed to go home and study. The teacher went into the house and when he came back his tyres were all flat, and when they investigated it was found out that it was the same students who did that. These students later told them that they did it because this teacher was disturbing them.

This example provides evidence which suggests that alcohol, in altering as it does the way the mind works, can cause learners to manifest inappropriate behaviour. The findings confirm the observation by Maphosa and Mammen (2011, p. 191) that in most cases when learners are drunk they are prone to committing other forms of disruptive behaviour. Further, in his study, De Wet

(2003) reports that in many instances violence in schools (including fighting, rape, assault, gangsterism and generally behaving aggressively) can be directly attributed to alcohol and drug abuse. This is because substance abuse has been observed as affecting the frontal lobes of the brain areas which are used when people make judgements and comprehending complex concepts (De Wet 2003, p. 93).

Niemann et al. (2011, p. 367) argue that factors contributing to behavioural problems, including violence amongst learners, originate in the local community. According to them “these circumstances are aggravated by disorganised areas in townships and inner cities. Such areas are often characterised by physical deterioration and neglect, overcrowded households, higher residential mobility, lack of neighbourhood attachments and the presence of gangs, weapons, alcohol and drugs,” (Niemann et al., 2011, p. 367). This is also evident in some of the recent incidents being blamed on substance abuse, such as the one which occurred in a certain Namibia secondary school (see Section 2.5.3)

De Wet (2003) argues that learners who use alcohol or drugs are reported to be suffering from impaired short term memory and other intellectual deficiencies that hamper scholastic performance. The majority of the respondents recognized the abuse of alcohol as having a negative influence on learners’ behaviour as well as on the teaching and learning process, since alcohol has a great effect on the brain. The respondents attributed substance abuse to the fact that some learners are day learners who are renting and living in unsupervised places. According to the principal of school A:

...Some of these learners are renting in unsupervised shacks where traditional drinks are brewed; they will be influenced to drink... [PA].

Moreover, when I visited the schools, after school I have observed learners in uniforms at bars in the school surroundings. This is consistent with the respondents, shared experience that the majority of these learners live in or rented accommodation at shebeens where alcohol is easily accessible. However, the data revealed that alcohol abuse was not confined to the day learners. Learners who boarded in school hostels also abused alcohol. The teacher counsellor at School A remarked:

These learners can sneak out of the hostel, you know there are many shebeens and bars near the school, and they go to those places and drink. They can go through the holes in the fence during the night or in the morning when other learners are going to the hall to have breakfast [TCA]

The analysis of the interview transcripts revealed that the human rights as described and explained in the *Constitution of the Republic of Namibia* (1990) are being misinterpreted and abused. Learners feel that it is their right to be at any places they wish, even at bars and cuca¹ shops, while forgetting that they also have responsibilities to behave themselves and study. In Namibia, substance abuse seems to be a major problem among both learners and parents. The interviews suggest that the availability of alcohol at shebeens, bars and homes may be contributing to and exacerbating the manifestation of violent and aggressive learner behaviour.

- **Bullying**

The interviews revealed that bullying which occurs in secondary schools takes place in different ways, for example; learners being called names, having their belongings taken away without their permission and being beaten. In some cases rumours are spread about the victims. They are also sometimes distracted from doing their school work. Bullying in the Namibian schools in this study is similar to what is described in the literature. Bullying among learners is seen as “intentional, repeated hurtful acts, words or other behaviour such as name-calling, threatening or shunning committed by a child or children,” (Niewenhuis et al., 2007, p. 218).

The following excerpt sheds light on bullying.

Teacher Counsellor School C: ... the other challenging behaviour is bullying of the Grade 11s by Grade 12s. This makes the Grade 11s hate school and live in fear at school. They are afraid of being bullied, but it is also very difficult for teachers to know and learn about it, since they do not really report it to the [principal's] office or to the teachers. The bullying among learners is always causing a problem in schools because it affects the learners bullied. Sometimes it can affect them emotionally which is not easy to forget. Uum, some of the learners might not be having parents to talk when they are bullied, so it is not an easy problem for us to detect.

¹ Cuca shops in a Namibian context refer to a place where different types of home brewed beer, other types of alcohol and other basic needs (groceries) are sold. In urban area, these places are commonly attached to houses or flats.

Nelago: Ok, how do you know that bullying is taking place and what does the school do about it?

Teacher Counsellor School C: Mmmmm, you know, when even a fight takes place, when you talk to them that is when they reveal and talk about why they fight which could be because they were being bullied and some of their belongings are taken by force. Mmmm, you will see some of the learners absent for many days and when they are asked at school that is when we find out that they might have been bullied, which can make them to be afraid to attend classes. We always try to make learners aware about different ways in which they can be bullied, we tell them to always report these cases to the office or teachers but they do not do it in many cases. The school calls the Grade 11 and 12s at the beginning of the year and talk to them about it, mmmm, they are informed about what will happen if they bully others and they are encouraged to work together.

The respondents indicated that it is not always easy to notice that some learners are being bullied, because they are threatened and are afraid to report it. The Teacher Counsellor at School A remarked that:

Bullying is affecting learners' performance and social interaction because it is now like a kind of a culture although it is not known. One can only know about it either from parents or when something else happens [TCA].

Similarly, the teacher counsellors from Schools B and C, and some other respondents, referred to bullying as the most common and complicated type of behavioural problems as it has a major impact on learners' behaviour, social interaction and academic performance. The teacher counsellors commented that this may have a negative influence on learners' academic performance and lead to an avoidance of attending lessons. Moreover, the interviews revealed that bullying influences how learners behave. The victims may end up with negative attitudes towards school and life and there is a danger that if not properly assisted, the bullied victims may suffer not only academically, but also psychologically and emotionally.

The findings concur with literature on the effects of bullying (Sam 2011; Ncontsa & Shumba, 2013). According to De Wet (2003), bullying leads to learners losing interests in social activities, having low self- esteem and displaying deviant behaviour at school. According to Sam (2011) the majority of bullied victims do not report the incident. This is viewed to be the result of fear or lack of confidence. Sometimes, they might think that they are to blame and they may worry that

alerting the teachers or parents will make the bullying worse. These bullied victims may feel insecure when they are at school because they do not know what their bullies would do to them the following day.

5.2.2 Off-task and disruptive behaviour

This category is made up of all behavioural problems that disrupt the smooth running of the daily teaching and learning processes and prohibit learners from actively participating and engaging in learning. In this study, off-task and disruptive behaviour included: truancy; not doing school work and coming late to school. These are discussed below.

- **Truancy**

All of the respondents expressed concern about learners playing truant. The respondents explained that, a combination of factors in the home, school, and broader society contributed to learners playing truant. This is discussed in more details in Section 6.3.1.

On the question about where learners usually go that time, Teacher Counsellor of School C had this to say:

Mmmmm, sometimes behind the classes or in the toilet. Sometimes they will go to the sport field without the permission. If a teacher asks them why they dodged a lesson they can defend themselves that they are sick. Mmmmm, they take it that some subjects are not important and therefore it is not a problem if they don't attend them. They also do not like some teachers, I told you before that some teachers are from this area, the learners know them from home and think they should not respect them [CTC].

Further, Teacher 3 at School A expressed her disappointment about her learners' truancy:

Playing truant is one of the worst problems here. Learners have a tendency of absenting themselves without any valid reasons or problems that one could see as preventing them from coming to school [T3A].

The teacher counsellor at School A explained how truancy is exacerbated by learners' residential arrangements, especially those of rural children for whom there are not boarding facilities at a school. The following extract sheds lights on this problem:

Nelago: Which behavioural problem would you consider the most challenging and why?

Teacher Counsellor School A: The most challenging one will be absenteeism... This is more challenging because we do not know why these learners are absent; it could be because of various problems and reasons. But in other cases, you will find these learners are just renting, they do not have parents or guardian to take care of them or to always encourage them to go to school.

Nelago: Can you tell me more as to why the learners have to rent.

Teacher Counsellor School A: The hostel is very full and there is no space for all the learners. This makes the situation difficult for the school and for learners who are accommodated somewhere outside. You know, some of the learners are from very far and they do not have relatives here, so they can only rent anywhere, where they can get a space. Some of the learners are renting at shebeens, bars and places that are not conducive for learning. You know, some parents are poor; they cannot afford to pay the rent at places that are better and quiet. It is not easy for the school to control and supervise all these learners who are living at different places outside the school.

The respondents' view was that truancy is a major barrier to learning as some learners did not offer reasons for why they dodged classes and they did not know where they went during school hours because many are day learners. However, some respondents indicated that some learners, notably the day learners, might be experiencing problems at home, or they were simply being irresponsible. In addition, the respondents reasoned that dodging lessons had a negative impact on many learners identified as having behavioural problems. From my observations, I assume there might be other factors involved, and that these are linked to the teachers and school administration (see Section 2.6.2).

Some of the respondents indicated that learners could be playing truant because they were not making academic progress. They further explained that in some cases these learners were experiencing problems at home including taking care of their sick parents or being orphaned, and or suffering from hangovers caused by excessive alcohol consumption. Some respondents were of the view that learners may also be truant as a result of having low self-esteem, poverty or experiencing negative behaviour from schools and classmates, which concurs with Niemann et al., (2011).

- **Not doing school work/activities**

As shown in Table 5.1, with the exception of two respondents from School B, the respondents identified this as a problem. They indicated that learners would rather do something else than what they are supposed to do, and that this often had nothing to do with education. Teacher 3 at School C remarked:

We have learners that probably spend much time at cuca shops and when they come to school they don't have the energy to do the school work, and whenever they are left to do something they do not concentrate. They don't exercise simply because of all behavioural problems they have [T3C].

A similar view was expressed by the teacher counsellor at School C who commented that learners spend much time chatting on cell phones and Facebooking, rather than concentrating on school work, which may also lead them to playing truant, because they have not completed the assigned tasks and are afraid to be asked about them.

- **Late coming to school**

This was indicated by seven of the respondents. Among them was a teacher counsellor, two principals and three teachers. The data revealed that both home and community environments may, as indicated earlier, contribute greatly to this. Some of the learners are orphans who are heading the houses while others are renting accommodation at unsupervised environments. In other words, they do not receive any support at home, so they do everything by themselves (discussed in detail in Section 5.4.1). They indicated that, in some cases, a teacher might come to a class ready to start on time, but, due to the fact that learners are outside waiting to be collected, the lessons could not be taught as planned and this leads to the timeframes not being adhered to. During my visits to the schools I have observed time wastage, which was also confirmed by a principal of school C that:

.....this also happens when learners are cleaning during lessons or, going to buy food from the vendors during tea break, especially for the day learners who do not eat at the hall [PC].

Although most of the respondents associate a lack of punctuality with the learners, a few also involved teachers. They indicated that, sometimes, it may also be that teachers are late for lessons because they have been just sitting in the office or sun bathing. This was evident at all

the three schools I visited. On this point, school principal of School C shared his view by asking a rhetorical question:

How could you expect learners to be on time if teachers are also late or not there? So, no-one should perform inconsistency, and as a school policy if it says for example every lesson starts at 7h30 in the morning, and teachers are not there, what do you think learners will do? They will definitely start doing whatever they can do and behave inappropriately [PC].

In addition, several other disruptive behaviours contributing to time wastage, such as love affairs among learners, were indicated. It was further elaborated that some female learners are in relationships with business people from the surrounding area, which Teacher 2 from School A elaborated on as happening – sometimes as a mean of survival due to poverty, especially for female day learners.

On a different note, the teacher counsellor of School C shared her concern about learners sleeping during lessons. Although this could be attributed to different contributing factors, she blamed it on the long, tiring distances that some of the day learners had to travel daily.

Learners being off task and exhibiting disruptive behaviour have been regarded as a barrier towards the provision of quality education to all learners by the majority of the respondents. As established by Stella and Kitty (2011), students' disruptive behaviour can threaten the effectiveness of the teaching and learning environment (see Section 5.5. for detailed discussion). Therefore, one can assume that, since these types of behaviours disturb the class routine and learning atmosphere, they may eventually lead to poor academic performance, failure, stress on both learners and teachers and, worst of all, to a non-conducive school and classroom environment.

5.2.3 Disrespect for teachers and authority

Lack of respect towards school rules or teachers, other learners and other school staff members have been observed by ten of the respondents (including all principals, two teacher counsellors and five teachers) as behaviour exhibited among the Grade 11 and 12 learners that have a great impact on learners' behaviour and academic performance (see Section 5.5). Teacher counsellor at School B has explained that, in some cases, teachers might be talking to learners, but they will

walk out on them. He further viewed this as making the situation worse given the fact that there is no other way one would be able to correct those learners. The majority of respondents relate disrespect of teachers and authority to the misinterpretation of rights. Teacher 2 of School C shared his concern and asked a rhetorical question with regard to learners' disrespect of authority and teachers:

The learners do not have respect; even yourself saw it when you came in. You saw it when they told you that they don't know you when you asked them as to why they are wearing their uniforms like that. What do you make out of these learners? [T2C].

On the other hand, T2A, T3B and TCC aired their concern about lack of respect, especially towards the young or female teachers. TCC commented on this issue by elaborating that, to the majority of the learners, the fact that some teachers are young and are from the same area with those learners, makes them to take advantage of the situation. Furthermore, T3A explained and related a lack of respect to other behavioural problems when he indicated that, by lacking respect, learners disrupt learning sessions or, even, the whole teaching and learning programme. This issue, according to other respondents, led to learners making noise and not attending to their work. The respondents further expressed their views on lack of respect of authority that, lenient rules and regulations governing them, may possibly lead them to being involved in all sorts of inappropriate behaviours. One may assume that the above mentioned factors could be the root contributing factor to many other manifested behavioural problems, as one could not agree more, without the respect of authority, rules and regulations governing them may possibly exacerbate the exhibition of behavioural problems.

5.3. Teachers' perceptions of the most challenging behavioural problems

The data revealed different categories of the respondents to be challenged by certain or different types of behavioural problems. Dodging of classes, absenteeism, as well as bullying was identified as being the most challenging to the majority of the respondents across the board as these were mentioned by seven respondents. Additionally, substance abuse and moving around were identified as the second most challenging behavioural problems, both mentioned by four respondents. On the other hand, fighting and late coming were identified by two respondents each, by a principal and a teacher respectively. Lastly, lack of respect, not doing school work and

making a noise were all mentioned by teachers only, but none of the principals or teacher counsellors were involved. I can assume that, since teacher counsellors and principals are the ones dealing with learners' behavioural problems in most cases, it could have contributed to learners behaving better around them.

The interviews revealed that some teachers who might teach at the same school perceived behavioural problems differently, which could be based on their individual perceptions and beliefs. This is supported by Skirtic (1995), who noted that the pattern of basic beliefs and assumptions of the world around us and how it works informs us of what is real and what is not. The next part will deal with what the respondents perceive to be contributing factors towards the manifestation of learners' behavioural problems.

5.4. Teachers' perceptions of factors contributing to behavioural problems

The respondents were asked to identify and comment on what they thought were the contributing factors to the behaviours they perceive as problematic. They were asked to distinguish between factors in the home, school and broader society of which the learners were part.

In terms of the home, the most frequently cited factors were:

- Poor or irresponsible parenting (including abusive parents, and parents abusing alcohol)
- The distance of the home from the school
- Poverty
- Illness (orphans and vulnerable children)
- Social relationships (parents fighting or divorced)

Contributing factors at school included:

- Shortage of residential accommodation
- Lack of support from the regional education office
- Lack of planning and preparation from teachers
- Bullying
- Forced fields of study

- Inadequate teachers' training on Inclusive Education

Contributing factors in broader society included:

- Prevalence of alcohol and drugs
- Prevalence of violence
- Residential accommodation available for learners
- Lack of recreational facilities
- Technology

Each of these is discussed below. I have included extracts from the interviews to illustrate what respondents said.

5.4.1 Social relationships in the home

In this section, I have selected appropriate extracts from the interviews. This will be followed by a brief discussion in relation to the literature reviewed in Chapter 2. On the question regarding what the respondents think are the possible causes of behavioural problems among the Grade 11 and 12 learners, Teacher Counsellor School C had this to say:

Mmm, the possible causes are many. Some learners are travelling for a long distances to school, since they are not accommodated in the hostel. Mmm, they can be sleeping because they are tired. Some learners have to come to school on empty stomach and you know, what will you expect for a child who is hungry? Do you think he or she will listen in the lesson; no she will either sleep or start disturbing others. You know, learners are renting at places that are not conducive for learning, they are living at shacks, shebeens and bars because they are from far but since no enough spaces in the hostel, they are forced to live as such. Some learners are living alone and there are no parents to direct them about what they should do and not do. Some are orphans and vulnerable. These learners are more ~~free~~ at night, there is nobody to control them, they can do whatever they want. Eish, they can be involved in any sort of behaviour including drinking and fighting. Mmmm, some learners are sick and they are frustrated.

When asked to shed lights on how the community can influence learners' behaviour, Teacher Counsellor School C elaborated:

You know, if learners are from the society where there is violence, they copy what is happening and practise it when they go to school. Mmmm, you know, if parents in a certain area are always at cuca shops, learners take it that it is a good thing to do so when they, mmmm, go to secondary school they will want to be free to go to

cuca shops. Just think about if a learner is from a house where parents fight every day; a child will think this is what is good for people to do, so he or she will do the same at school because that is what she sees every day.

Additionally, excerpts from interview with Teacher 2 at School C with regard to what he thinks are the possible causes of behavioural problems revealed the following:

Mmmm, contributing factors? They are also many, just like the behavioural problems are many. You see, the schools mmmmm, now have day learners who live in their own since the hostel is small to accommodate all learners. We do not follow them to see what they do out there, but eish, you see them roaming around even at bars and shebeens. What do you think they do there? Some learners are orphans who are taking care of their little sisters and brothers when they come to school they are thinking about what they are going to eat that day. Some might even steal in order to pay for their school fees which is a known case of one of the learners whose parents died and relatives did not want to pay for the child, in the end the child steal a goat from her relatives which belonged to the late mother and sell it to get money. So, poverty can also make learners to behave badly. Mmmm, I know whichever road you used when you came here you see a lot of bars and shebeens close to the school, this is how we live. Mmmmm, the music is loud, people are abusing alcohol and drugs, mmmmm, now what do you expect our learners to do? Is to copy what they see.

Teacher Counsellor School A

Nelago: Ok, can you tell me more about the possible causes that originate from home?

Teacher counsellor of School A: Mmmm, causes that can be originating from home as the one which I said, absenteeism of learners; here we do not have necessary information. As I said some of the learners are on their own, there is no guidance, nobody to inform them of what to do, otherwise, the other problems that one can associate with the home is lack of parental guidance. Some parents drink too much alcohol and they will not be caring to see how their children are, so the children can also join them in drinking. In some homes, education is not regarded as important therefore there will be no support concerning school and learning from home. Some of the learners are orphans and you see, sometimes they are treated badly and the bad treatment they receive in the end it can cause behavioural problems. You see, as I told you sometimes learners, especially the day learners are also living in difficult conditions. A lot of learners are told not to turn on the lights because they are using up much power, they do not have food and sometimes they are not allowed to cook. Umm, you see in this world people are sick, some parents are too weak to do anything and learners are the ones to do everything for them. This condition can frustrate them and lead to behavioural problems. Some learners might be on treatment themselves, and if you can just

imagine what they should be thinking about and we heard that the medication can have side effect on some people.

The following categories are identified from the excerpts:

- **Lack of parental guidance**

Although Kapp (2002) and Pillay (2011) assert that families are supposed to keep parents and children bound together as well as providing children with love, security and emotional support, it is evident from the findings that the majority of respondents agreed that the home situations for many learners leave much to be desired. The factors of irresponsible parents, learners left on their own or renting as well as orphans and vulnerable children were consistently mentioned by the majority of the respondents.

On the issue of learners being on their own or renting at any available places, principals, teacher counsellors and the majority of the teacher respondents shared the same view and described it as a very challenging contributing factor to Grade 11 and 12 learners' behavioural problems. They felt their hands are tied because there is nothing they can do about it, as it is the Ministry of Education's responsibility to build hostels at schools in order for all learners to be provided with secure and supervised accommodation.

In contrast to learners living by themselves, a school principal of School B indicated that some parents might be around, but there is no difference as they are never home. He further expressed that some of the learners at home lack parental love and are emotionally starved because they are left to fend for themselves in this challenging world and, when they come to school, they try to let out their frustrations. This concurs with what Prinsloo and Gasa (2011, p. 490), that the lack of warmth, recognition and provision of basic needs is playing a great role in creating a climate of physical and emotional uncertainty, and this leads to aggressive and unruly behaviour of children.

Moreover, it has been indicated by some of the respondents that urbanisation can be viewed as another major contributing factor to behavioural problems among learners. Most parents or guardians move to town in search of employment and leave children at home alone. This is consistent with the literature Bezuidenhout (2007).

The majority of the respondents further revealed the situation of having many OVC in schools to be a major blow to the education arena and society at large. They acknowledged the fact that some orphans and vulnerable children could have grown up without parents. The interviews further revealed that some of these orphans are taking care of their little siblings and when they come to school, they might be pre-occupied with thoughts on where their next meal will come from. To indicate the effect of being an orphan learner, teacher 2 of school C stated that:

Some orphans might even steal in order to pay for their school fees which is a known case of one of the learners whose parents died and relatives did not want to pay for the child, in the end the child steal a goat from her relatives which belonged to the late mother and sell it to get money for the school fees [T2C].

This situation may be further aggravated by the AIDS pandemic in a country. Namibia is ranked among the worst affected countries by HIV/AIDS, as indicated by the Namibia statistics on HIV and AIDS (see Section 2.6.2.). These children from the affected families are likely to suffer and struggle to meet their basic needs, which may lead them to be involved in gangs or inappropriate behaviour, sometimes, in order to survive.

Noting from what is revealed regarding the impact of HIV and AIDS, one can assume that schools are likely to experience, and be affected by, the absenteeism and possible dropout of orphans and learners who are from child-headed households as it seemed that these learners, in many cases, have to fend for themselves and play the parental role at the same time. This concurs with Pillay (2011) that nonexistence of parental guidance and love undoubtedly leaves permanent marks on the psychological well-being of children, in particular children from households that are headed by children. One may, therefore, infer that when families are living apart there might be broken communication between members of a family not meeting their children's basic and educational needs; not being able to instil values in learners and not guiding learners on what is right or wrong, which eventually may result in the manifestation of inappropriate behaviour.

- **Parental conduct and relationships**

The way parents conduct themselves can have a great impact on children's growth and behaviour. The majority of the respondents felt, and indicated that, learners are prone to being influenced, either positively or negatively, by the relationship between parents at home.

Teacher 2 of School B had this to say:

... one can be the relationships between parents, some parents are not on good terms, not happy in their houses or they might be divorcing. This may also affect the children and when they come to school, they are having that problem in their mind and then they take their frustrations on whatever comes their ways [T2B]

The latter sentiment was shared by other respondents (TCA, TCC, and T3A) who indicated that, if parents are beating the children, fighting and quarrelling in the house or abusing alcohol, learners will think that it is good practice and that is what they will copy and do at school. This concurs with McPhee and Craig (2009) that children's exposure to domestic violence has a great impact on them, as they tend to blame themselves for the violence, which causes feelings of guilt and anxiety that are later moved to the school environment.

5.4.2 Prevalence of alcohol in Namibian society

A substantial number of respondents reported that consumption of alcohol is a common practice in their communities and in Namibia at large. According to the teacher counsellor of School A:

Some parents drink too much and they will not be caring to see how their children are, so the children can also join them in drinking.

Teacher 3 of School A shared the similar sentiment on alcohol:

...like our school is located in a town which is surrounded by informal settlements, and then next to our school we have a bar, so most of the times before our learners come to school they use to sneak out and go to the nearby cuca shops/bars to drink alcohol.

In addition the Teacher Counsellor of School B had this to say:

Actually I have met learners drunk in the hostel, they sneaked out to go and drink and when they came back the hostel was locked, so they had to climb over a long wall to get in the hostel, so it is maybe because of these going out and when they come back they tend to disturb others

The findings confirm the observation by Maphosa and Mammen (2011) that when learners are drunk, they are prone to manifest inappropriate behaviours. In Namibia, substance abuse seems to be a major problem, not only with learners, but in the community at large. This is authenticated from a statement by Simon Nhongo, a coordinator for the United Nations in Namibia, during the International Day of Alcohol and Drug Abuse (see Section 2.6.2).

5.4.3 Lack of sport/recreational facilities

The respondents shed light on the lack of relaxation and recreational facilities as a contributing factor to learners' behavioural problems. Teacher 2 of School B complained that the majority of the learners at home are always in the street. According to her, that is another place where they learn all sorts of inappropriate behaviours. Furthermore, it was stated by principal of School C that, in some communities, including schools there is nothing positive to do or observe, as there are no sport facilities where learners can spend their free time.

Sharing the similar view, PB, T1B, T3B, TCC, T3A indicated with regard to the abuse of alcohol, that learners (especially day learners) are prone to be at cuca shops, bars and shebeens because they are the only places where they can hang out with friends. In this study one may assume that the absence of recreational facilities has resulted in learners spending their free time at places where they can have access to alcohol and drugs. In my experience, at these places, learners will not learn self-respect or respect for others; they will neither learn how to manage their freedom nor their rights. As emphasised by Moswela (2006), in order to avoid indiscipline learners need to relax and refresh after lessons or studying. Therefore lack of recreational facilities may lead to boredom and then inappropriate behaviours.

5.4.4 Insufficient hostel accommodation

The majority of the respondents lamented about insufficient hostel accommodation. They consistently link inappropriate behaviour as exacerbated by learners being or living on their own. The Namibian Education policy states that learners living within a five kilometre radius of a school should commute to school to ensure that there are places available in school hostels for learners from further afield (Namibia, MoE, 2001, p. 17). However, according to the respondents, this policy is not being implemented accordingly. Teacher 1 of School A explains that some learners have to walk 28 kilometres a day, additionally, Teacher 2 of School A elaborated on the hostel problem that:

We have the biggest problem with boys' hostels. We normally try to accommodate at least a larger number of about 75% of the Grade 12 learners and for the Grade 11 we only accommodate 40%, because we only have one block for the male learners. The rest have to find accommodation elsewhere [T2A].

5.4.5 School and classroom management

It was indicated in the interviews that some of the contributing factors to learners' behavioural problems originate from the ineffectiveness of teachers. All the three principals, supported by some of the teachers and interestingly all respondents from School C, have indicated factors such as poor school or classroom management, lack of co-operation among teachers, lack of enforcing the school rules to be contributing to learners behaviours. They have also shared their views on how ineffective teachers can contribute to learners' behavioural problems. It surfaced from the interviews that some teachers go to class unprepared, have a negative attitude towards learners, are mostly not punctual and, sometimes dodge lessons, while sunbathing. These acts and attitudes were all evident when I visited and observed at the schools.

It has also been revealed by some respondents that, sometimes, tests or activities might be given but are not be marked, thus making it likely that learners will not study or do the activity because they know their books will never be marked. Such findings authenticated revelations from literature by Maphosa and Mammen (2011) that teachers are imitated a lot by learners in the schools and the need for their good conduct all the times is vital. Teachers should not be role models who behave so badly that they serve as examples of what is wrong.

This can also be linked to the views of Mastropieri and Scruggs (2000) and Paul (2010) that most teachers plan and allocate an appropriate amount of time for learning, but only a few teachers really make sure that their students are engaged in significant learning or actively respond during the assigned time. It is also found that, in some classes, students spend less than 50% of the assigned time engaged or actively responding, which is a major contributing factor to classroom behavioural problems. Classroom routine is another important component that teachers have to take into consideration. Prinsloo and Gasa (2011) emphasise how important it is for classes to have known routines that learners should follow.

In the same vein, the principal of School A observed and emphasised that teachers are learners' role models. Therefore if teachers abuse alcohol, learners will also do it, imitating their role models. Moreover, school principal of School A further shared his observation of some teachers not being serious and caring to the learners.

Despite the fact that a good school behaviour policy, agreed and communicated to all (teachers, learners and parents), forms the basis of an effective approach to managing behaviour (Gordon, 2011.p.3), the findings revealed that there are instances where the school rules are not known. It has been pointed out, particularly by a teacher counsellor of School B, who indicated that the school rules are not known nor are they provided to the learners. As further indicated by teacher counsellor of School C, this will lead to inconsistency in school corrective procedures and approaches. Consequently this may lead to confusion.

Supplementary to the latter, another teacher counsellor (TCC) indicated that to feel valued and accepted learners should be involved in the establishment of their class rules. This is consistent with Campbell (1999), who expresses the view that for the learners to realize that rules are necessary, they should be helped and encouraged to participate in the development of the classroom rules. This way, they are made to understand the reasons behind the rules, for them to be willing to heed the rules that they had an input in establishing. Also, one may assume that, if learners are not involved in establishing rules, they are more likely to be involved in inappropriate behaviour because they feel those rules are being imposed on them. According to Paul (2010), schools or classrooms where learners do not fit into the general pattern and are not accepted in their unique circumstances, will lead to learners being uncooperative and displaying unacceptable behaviour. In line with this, infrequent teacher praise and approval for academic and social behaviour are also regarded to greatly contribute to learners' challenging behaviour (Donald et al., 2010; Prinsloo & Gasa, 2011).

Through studying the findings, one may assume that for lessons not to be disrupted, teachers should strive to make the scheduled planned time the same as the teaching and learning time in a class. This is emphasized by Paul (2010) and Walker (1997), who noted that the closer the planned time is to academic engaged time, the greater the participation and achievements and the lower the manifestation of inappropriate behaviour. Similarly, teaching to the end of the period, according to Mastropieri and Scruggs (2000) is the most effective strategy for preventing and minimising behavioural problems and classroom interruptions.

In addition, some respondents shared their concerns about principals who do not practise democracy in their school. They further explained that teachers will also not care, because most

of the time, they are not consulted on decisions taken or on issues concerning the school. The latter concurring with De Wet's (2003) observation that a negative climate which may lead to teachers' stress and learners' manifestation of behavioural problems may stem from ineffective, inconsistent, ego-centric headmasters.

Similarly, Heward (2008), Donald et al., (2010) Bornman and Rose (2010), Paul (2010), Prinsloo and Gasa (2011) discuss effective school and classroom management to be a prerequisite of minimizing disruptive behaviour in an inclusive classroom, where learners manifesting behavioural problems are taught. They cited planning, classroom rules and class routine as the major components of classroom management. It is also indicated by Prinsloo and Gasa (2011) that if effective teaching and learning is to take place, teachers have to plan for everything that takes place in the classroom, including seating arrangements, the activities that will take place as well as the order of the classroom

Although collaborative teaching assists in minimizing behavioural problems as it involves agreeing on procedures to be followed on handling learners' disruptive or off task behaviours (Mitchel 2008, p.68), three teachers, of whom two are from the same school, observed and singled out lack of cooperation among the staff as another contributing factor towards learners' behavioural problems. They indicated that learners are observant, therefore they take advantage of the situation that teachers are not cooperative and they can do whatever they want as teachers will not bother to come together and discipline them.

Moreover, despite the fact that corporal punishment is banned in Namibia, it emerged during my visits to the schools that some of the teachers are still applying corporal punishment towards learners. The majority of the respondents, with the exception of teacher counsellors, indicated their frustrations and dissatisfactions on learners' indiscipline and the banning of corporal punishment. They further expressed that dealing with learners' behavioural problems used to be a lot easier than it is now.

This is evidence in statement such as the one by Teacher 2 of School B:

Learners were always afraid of being beaten, so they studied and behaved and always performed well. Now they do not care about anything after corporal punishment was stopped. Whatever the case was, with corporal punishment, it worked and learners were disciplined.

The application of corporal punishment in schools was further acknowledged and confirmed by a teacher counsellor of School C. This may leave a long term emotional mark on the learners and may contribute to learners developing negative attitudes towards both school and teachers. This revelation confirms the observation by Naong (2007, p.290) that authoritarian teachers who apply corporal punishment may be met with resistance from learners in the form of behavioural problems.

The next section deals with factors originating from learners.

5.4.6 Learners' life style

Beside the respondents' perceptions that the education system and teachers may act as sources of factors that contribute to behavioural problems, learners have also been cited as being part of the contributing sources. Based on the findings, learners' factors include peer pressure, bullying, and lack of respect.

A Principal of school B shed more light that:

Most of our secondary school learners they are between that fragile stage of being an adult, not quite being an adult but still a sub teenager, so the transitional phase is where hormones are running all over the place, so it has an effect on their behaviour and the way they think. How they perceive things, it is a transitional stage; it is very fragile [PB].

This matches with Gerald and Berzonky (2003) who noted that the regularity and prevalence of behavioural difficulties rise significantly in adolescence and decrease in early adulthood. On the other hand, it has also been observed by Fontana (1994) that a negative self-concept during adolescence is another contributing factor that can lead to a sense of incompetency in learners. However, available literature indicates that adolescent learners are prone to influences from peers (Fontana, 1994; Donald et al., 2010; Sam, 2011). A teacher counsellor of School A shed more light on the influence of peers:

...cases of violence whereby learners fight or beat each other or vandalise school properties, but in most cases if you follow the whole thing peer pressure will have a big influence. Our learners are more influenced by their peers and by whatever comes from anywhere [TCA]

All teacher counsellors (TCA, TCB and TCC) and principals reasoned that peer pressure plays a major role in the manifestation of behavioural problems, as learners always would like to fit in and be accepted by their peers. This was further shared by the majority of other respondents, when they indicated that most of the learners will copy what their friends are doing and would also like to show off in order to belong to the group.

These findings corroborate with Louw and Louw's (2007, p. 230) statement that, "adolescents have an intense desire to belong, and their social development is characterized by an increased involvement with their peers. Their interactions with peers lead to partial satisfaction of their emotional needs." Further, the respondents' views resonate with Burn's (1982, p. 25) view that "adolescents' behaviour can quickly give away to conformity, where demands for independence alternate with requests for support." It has also been noted that peer pressure consequently lead to negative relationships which results in emotional problems and poor self-esteem among learners (Niemann et al., 2011).

Although it was difficult to make a decision on which issues that may contribute to behavioural problems among the Grade 11 and 12 learners, the above-mentioned factors that emerged from the data are perceived as possible contributing factors to learners' behavioural problems. I would therefore infer that several levels may influence both teachers' perceptions of behavioural problems manifested by learners and learners' behaviours.

5.5 Teachers' perceptions on the impact of learners' behavioural problems

The respondents revealed that the behaviour manifested by learners which they perceived as problematic impacts negatively on teaching and learning. More specifically, it is seen as affecting learners' concentration, motivation and commitment to learning, their academic performance and future employment opportunities and also it perpetuates cycles of bullying. The above findings are consistent with literature (Nespect 2006; Naong 2007; Maphosa ~~and~~ Shumba, 2010; Ncontsa ~~and~~ Shumba 2013).

The respondents consistently expressed their frustrations and disappointment at how they spend most of their time dealing with behavioural problems at the expense of teaching. This results in teachers failing to complete the syllabus well in time to allow them enough time for revision in preparation for the final examinations. This then negatively impacts on the learners' performance

in the final examinations. This concurs with Giallo and Little's (2003, p. 1) and Ncontsa and Shumba's (2013, p. 9) argument that teachers spend a lot of time dealing with behavioural problems instead of spending it on instruction and academic activities. This might compromise the learning environment whereby planned academic activities are interrupted and the curriculum and syllabus content will not be covered. These, however, as surfaced from the interviews, instil fear of poor examination results which, according to the respondents, could badly reflect on their teaching and the school.

The findings concurred with Vakalisa (2011, p. 371) who emphasises that it may also result in learners having a bleak future, or being excluded and isolated in the society, as others will not approve of their behaviours. These leads to the prevalence of street kids, violence and substance abuse, as well as promiscuity which, according to the Namibian statistics report on HIV and AIDS (Namibia, MOHSS, 2010), is the number one cause of spreading HIV and AIDS.

The next section looks at how the respondents address the manifestation of learners' behavioural problems.

5.6 Addressing behavioural problems

An analysis of the data revealed that the teachers who participated in this study are dealing with the behaviour they perceived as problematic using both preventative and responsive strategies.

5.6.1 Preventative strategies

Eight respondents indicated that they were using strategies aimed at preventing behavioural problems among learners. These include being on time and keeping classes busy. Teacher 2 at School A explained:

In order to solve a problem I have to be punctual to the class. I have to be there earlier than the learners in order to see who is there and also to check if there is a need for extra chairs and tables. Then I have to take roll call to check that everyone is in class.

Other respondents (PA, PB, PC, TCA, TCB, T3A and T1C) indicated the necessity to befriend learners, accept them, recognise and affirm their work as well explain the purpose of coming to school. As indicated earlier, they reiterated the importance of establishing and providing the school rules, for guidance.

The principals of Schools B and C were of the view that improved communication between teachers and learners was a necessary strategy to prevent and reduce the effects of behaviour problems. They encouraged the teachers to have class talks with their learners and build a good communication channel. They also encouraged teachers not to leave learners on their own for long periods of time. The principal of School B expressed that:

It was important to put yourself in the shoes of a child before you start punishing him or her. It means talk to the child, before you take a stick; find out what is causing [the behaviour].

In addition, the principal of School C indicated that discussion with learners rather than retribution was the best preventative strategy.

Although preventative measures towards the manifestation of behavioural problems are recommended (Namibia, MoE, 1993; Namibia, MoE, 2000; Fourie, 2010), there is evidence from the data of this study which suggest that only a few of the respondents apply preventative strategies. According to Naong (2007, p. 396) teachers need to take into consideration the changing needs of society, apply new techniques and strategies that should work for children in order to achieve discipline and control in the classroom. In the same vein, Donald et al., (2010, p. 145) agree that problems related to student behaviour always occur and have to be addressed. However, whenever possible, they suggest that disciplinary problems to be prevented before they occur.

5.6.2 Responsive strategies

In spite of acknowledging the need to prevent the manifestation of behavioural problem, the findings revealed that responsive approaches were more commonly used. Most of the respondents acknowledged that they administer punishment in an effort to minimize and prevent further occurrences of problem behaviour.

This was evident during my visits to schools. Responsive strategies included: telling or shouting at learners to stop what they are doing inappropriately; inviting them to come and chat in private after the lesson in an effort to get to the root cause of the problem. The latter was commonly applied by the teacher counsellors. The majority of the teachers, however, punished the learners to weed, clean the school ground, classes or toilets, digging a rubbish pit, washing the windows

or detaining a learner to complete the work that was not completed. If this did not work, learners were then referred to the teacher counsellor or a disciplinary committee.

Some of the respondents reported that learners who were a danger to others were suspended from school (refer to see Section 2.9.1). This is aligned to the Education Act no16/2001 (Namibia, MoE, 2001). By contrast, all teacher counsellors opposed the matter of learners' punishment. They felt the identification of the root causes of the problem should be the first step towards addressing behavioural problems, rather than punishment. Similarly, a principal of School C elaborated on why punishment is not an answer:

It is important that a child is not embarrassed among others, because if you act and punish a learner instantly he or she is likely also to show off to other learners, especially for the male ones, they can retaliate.

The administering of different types of physical/corporal punishments is uncalled for, as it is against the policy of IE (Namibia, MEC, 1993; Namibia, MoE, 2011). All these policies speak for all learners to be supported in the quest for them to be provided with quality education, through school seminars, training workshops and meetings on how to better respond to the manifestation of behavioural problems among learners (see Section 2.9.2).

5.6.3 Supportive and motivation strategies

Asked about how they motivate learners to fully participate in school and social activities, the respondents revealed that, in order to curb unacceptable behaviour in their school and classrooms, they motivate and support learners by applying different strategies. They were of the view that valuing and taking learners' support needs into consideration helped them to enhance self-esteem and decrease inappropriate behaviour in the classroom. Group work was often used with learners with behavioural problems being assigned a specific role (group leader, scribe or reporter).

According to T3A, TCC, CP, PB and TCB, learners with behavioural problems do well if they are given responsibilities to carry in their group work, which will keep them busy and make them feel valued. In addition, PA and PB acknowledged that learners like being recognized and therefore they appreciate and reward whatever good thing learners have done or when there is an

improvement. They also motivate them to work hard in order to achieve their goals. Teacher 1 of School A supported the idea of recognising learners' achievement by stating that:

Learners like being recognised. I appreciate whatever good thing they have achieved. I also motivate them to work hard in order to achieve their goals. For those with behavioural problems, I assign them responsibilities like being group leaders, reporters, class monitors, etc. They feel wanted when they are given responsibilities.

Schools apply different strategies to motivate learners. Some respondents indicated that they like talking to the learners, advising and drawing them into a closer relationship with them. In an effort to motivate learners, a principal of School C stated that in that school, they take their learners for tours and on exchange programmes with the best performing school in the region where they observe how other learners behave and how they are treated in the school and, when they come back, they tell other learners about what they observed. He noted that, after the exchange programme the cases of inappropriate behaviour decreased. A few respondents have also indicated that they try to empower the Learners Representative Council [LRC] to be able to teach peace, as it is believed that learners listen and understand their fellow learners better than the teachers.

The *Draft Sector Policy on Inclusive Education* (Namibia, MoE, 2011, p. 32) requires teachers to provide firm boundaries on what should be done in the classrooms, being consistent in responding and addressing learners' behavioural problems, rewarding good behaviour as well as involving parents in discussions about behaviour and management strategies. The Policy further indicates the need for consulting specialists in cases when negative behaviour persists. This approach supports the provision of quality and IE to all learners, as it encourages teachers to put the needs of the learners at the centre of what they do in the classroom, rather than having the learner made to fit whatever needs the teacher has decided up on (Namibia, MoE, 2011).

Moreover, the findings pointed at collaboration as the other strategy of addressing learners' behavioural problems. This, based on the findings, is viewed to be taking place at three levels, namely, between teachers, between teachers and parents as well as between schools and communities.

- **Teacher collaboration**

The results indicate that six of the respondents from Schools A and B have understood and established a system of collaboration between each other in order to help learners with behavioural problems. Further, a majority of the respondents stated that they have teachers' briefing meetings twice a week where they share information, ask other teachers about how learners are doing and share information that helps in assisting with addressing learners' behaviours. They indicated that sometimes they select teachers who are close to those specific learners, so that they can talk to and counsel them in private.

Teachers' meetings were also mentioned as platforms for discussing and sharing information that pertains to children with behavioural problems. In this platform, teachers do not only share the identified problems, but also the teaching instructions which have been found relevant to the individual learners. The principal of School B explained how they collaborate in addressing learners' behavioural issues:

We also share how to solve these problems, so in the end it becomes a collective effort from teachers. So what we do, each teacher identifies two learners with behavioural problems in his or her class and submit it to the briefing on Thursdays and the life skills teacher takes it up from there. If a teacher counsellor cannot handle it, we refer some of the heavier cases to the social worker, or invite him to come and speak to these learners [PB].

The respondents have further noted that they have a common disciplinary code of conduct to be followed (Schools A and C). They also added that when they come together certain teachers, who are regarded to be closer to the child, will be tasked to talk to that learner, as learners tend to listen to the teachers they like and respect. Some of the respondents indicated that they also practice co-teaching as an approach to minimize behavioural problems among learners.

The respondents believe that collaboration between teachers is very important, based on the fact that working together is needed in order to observe the progress of the child's development in school and to determine the necessary instructional methods and ways to deal with behavioural problems as they occur.

Further, indicated by two respondents each, are meetings where teachers plan together. Teacher counsellors of all three schools also indicated that they train other teachers how to deal with and respond to learners' behavioural problems. Teacher counsellor of School B indicated, however, that his expertise and service as a teacher counsellor is somehow despised and not applied by his colleagues, while teacher counsellors of Schools A and B indicated that their colleagues have a tendency of referring each single behavioural problem to them, even petty ones that they could deal with in their class. Respondents in some schools indicated that there are established counselling committees, consisting of teachers, who work closely with the teacher counsellor in assisting learners with behavioural problems. This concurs with the *Draft Policy on Inclusive Education* (Namibia, MoE, 2011).

Apart from the fact that such good collaboration existed between some teachers, there were also some pitfalls in the system. In particular a teacher counsellor of School B shared his concerns of teachers not referring learners to him for counselling, but rather punishing them without finding the root cause of the problem. All teacher counsellors further complained that sometimes learners are punished or suspended unnecessarily which, to them, does not address the root causes of the problem, but make it worse. This concurs with Robertson and Valentine (1999) who emphasise that teachers should work with other team members to establish instructional support teams which serve as an intervention group before cases are referred further. Through this, all schools' existing resources are combined to meet the needs of students with academic, social, emotional or behavioural problems.

According to the available literature, Stainback and Stainback (1996); Engelbrecht and Green (2001); Lehr and McComas (2006); Donald et al., (2010); Prinsloo and Gasa (2011) and Geldenhuys and Wevers, (2013) in the schools that provide Inclusive Education, collaboration among the teachers is a prerequisite in an effort to help learners with behavioural problems. This can be done when teachers share knowledge, skills and experiences. However, the findings revealed the opposite, as true collaboration among teachers as well as between the staff and school management seemed not to be consistent in some of the schools, as indicated by some of the respondents and observed during the period of study at the schools. Further, the findings

revealed that not all schools have support teams, which could be attributed to the fact that teachers perceive themselves to be overloaded with work.

- **Teacher-parent collaboration**

Both respondents have acknowledged the paramount importance of parental involvement in education. They have indicated that they often invite parents to visit the school. All schools also hold three teacher parent meetings every term or when needed. The respondents pointed out that parents are encouraged to take part in all school activities of which some attend and do well by commenting and advising the school on how to tackle the issue of learners' behavioural problems. Indicating the importance of school-parental collaboration, the teacher counsellors expressed their gratitude that parents provide information regarding the learners that could be useful in an effort to respond to the manifested behaviours.

The respondents explained that parents are involved in the establishment of school policies, rules and regulations. The schools hold parental meetings per term and they also have parental days where parents view their children's work and meet the teachers to discuss the learners' progress and behaviour. The respondents complained however that, although parents are encouraged to visit the school regularly, not all are serious about their children's education. When learners misbehave and a hearing has to be conducted, parents are always invited to attend their children's disciplinary hearing. Additionally, the respondents shared the view that parental involvement in school activities and in their children' education helps the schools in preventing and minimizing learners' behavioural problems. The principal of School B emphasized the importance of parental involvement by indicating that:

Children will realize that there is clear communication between the school and the parents; there is no room to manoeuvre between these two lines, because if you don't communicate with the parents, they will pick it up. You know these teenagers, they are very clever, here and there they will say let me tell this teacher like this and when I go home I tell my parents or mother like that. In the end they cause more confusion, but if you bring these two people together we sit with a child and discuss, find a way how to address the problem from both sides, so it becomes a collective effort [PB].

The teacher counsellor at School B explained why teacher-parent collaboration should be emphasised:

I would like to make an example of three legged stool or chair, the one leg is a learner, the other is a parent and the remaining one is a school (teachers included) the school being teachers and the ministry of Education. On this stool if one leg is not standing, the stool will never stand, it will fall because it is not fully supported.

A similar view was expressed by the Teacher Counsellor of School C:

If parents do not take care of their children; if they don't talk to them and leave the whole matter to the teachers, at the end of the day these learners will not be able to stand because it is only supported by two. It will really be helpful if parents are talking to the learners, they will understand that the parents also say the same thing said by the teachers. If at home this child is just left to do what he/she feels like doing at school teachers will talk and try by all means, but it will help nothing.

Moreover, a principal of School C indicated that in cases where parents showed such a lack of understanding and interest in the education of their children, the school authorities gave the parents some parental guidance in terms of disciplining learners. Guidance included how to act as parents with children at home, which may reduce stress on teachers, as it improves academic performance and behaviours. The findings concur with what is observed by Geldenhuys and Wevers, (2013) that the lack of support from parents places much strain on educators, which hampers the implementation of IE.

Based on the findings, there are, however, some factors that may contribute to parents not being fully involved in their children's education. TCA, T1B and PC indicated that factors such as illiteracy and lack of understanding among parents, the fact that boarding schools accommodate learners from many far different areas, parental ignorance as well as the distance and parental financial status can be the limiting factors preventing parents from being fully involved in their children's education and school activities.

On a positive note some respondents, in particular the teacher counsellors, acknowledged and appreciated the involvement of a few parents. They indicated that there are parents who provide assistance to the schools and who voluntarily visit the schools to discuss their children's progress and to check on their children's progress with teachers.

Also the findings indicated that there seems to be a lack of effort on the part of the schools to create and keep effective positive partnerships through continually involving the parents in all

aspects of their children's schooling apart from when they are called for general meetings, fundraising or disciplinary hearings, as indicated by majority of respondents.

The majority of respondents indicated that they mostly only meet parents when there is a teacher-parent meeting or when they are specially invited in cases when there is a problem with their child. Although they are consistently invited to visit the school often in order to check and monitor their children's progress, it is rare for parents to do so voluntarily. They have noted that minimal parental involvement has a negative influence on the teaching and learning process because learners are so manipulative, they know that whatever they do at school, their parents will not know or hear about it.

Although effective teaching and learning in an inclusive setting greatly depend on collaboration, the respondents indicated that the schools experience a lack of parental involvement and support with regard to preventing and dealing with learners' behavioural problems, including learners experiencing barriers to learning. Supporting this idea, Cross et al. (2004) found the success of the provision of IE to be largely dependent on a good relationship between teachers and parents, as educators rely on parental assistance with the provision of information regarding the learners' needs and characteristics. According to Volts (2001), teachers and parents have to collaborate in order to successfully include all learners. Further, it is indicated that there should be good communication and understanding between schools, parents and communities, if inclusive education is to be fully realized (ibid).

The benefit of parental involvement in the development and practising of inclusive education is not only to the school, but having a close partnership with parents enables them to further develop their own skills and understanding in supporting their own children throughout the schooling process (Engelbrecht et al., 1999, p. 56).

- **School-Community collaboration**

The respondents emphasised the importance of collaboration between the schools and other stakeholders from the community. Four items were identified. Inviting guest speakers such as community members, police, pastors, former learners at the school, was mentioned by ten of the respondents across the board, except the teachers from School C. The other items, indicated by

teacher counsellors and principals only, was working closely with the social workers, youth programmes offering training and the regional school counsellors responding to school calls.

The respondents acknowledged that although not much support is provided by the region with regard to responding to learners' behavioural problems, they are receiving some sort of support from other sources. They acknowledged the support rendered by the police, social workers and individual community members to the school. These include psychologists, pastors and other people from outside the schools if they ask them for assistance. Contrary to the claim that the region and circuits do not offer any assistance to schools, a principal of School B indicated that the region does offer support in cases when the school communicates to them. He further explains:

So any problem that I feel is going out of my capacity, I have to involve them and so far they have been supportive, and if that fail I have a list of social workers, being in a school that is closer to the centre of town, the social worker are near, we have referred several cases to them which they handled very well. So it is a collective effort between the social worker, school counsellor, the life skills and all other stakeholders in education [PB].

The respondents, in particular teacher counsellors, indicated that there are also some non-governmental youth organisations such as Teenagers Against Drug Abuse (TADA) and “My future is my choice” that assists in training and sensitising the learners on social issues such as alcohol and drug abuse as well as HIV and AIDS. Although it was indicated that the schools work with the regional school counsellors and social workers, pastors and other service providers, when they refer some of the cases they cannot handle. Drawing on the data, it seemed, only teacher counsellors and principals know about some of the services that can be provided by other stakeholders for the majority of teachers indicated that they receive little or no support at all.

As stated by Zaretsky (2005) in the case of this study, teachers who have little support from peers, parents or the educational region will perceive that they are incompetent in coping with inclusive classes where learners with behavioural problems are included. Although some educators indicated that they have received training on special education, they regard it as not being meaningful and adequate. This is in agreement with Pieterse (2010) who states that

teachers need to be involved in on-going training to improve their skills, in order to be able to effectively respond to challenges that face them as education changes.

5.7. Perceived challenges experienced by teachers in addressing learners' behavioural problems

All respondents revealed that they are faced with many challenges in dealing with learners' behavioural problems, which, according to them, may result in low academic performance and stress. All three categories of respondents indicated the issue of not having enough hostel spaces as their most significant challenge. Also indicated by the majority of the respondents are lenient school rules following the abolishment of corporal punishment, insufficient teachers' training in special education, as well as lack parental involvement in education.

The respondents consistently perceived a lack of skills in dealing with behavioural problems in schools and classrooms to be a major concern which greatly impedes the realisation of inclusion. The majority persistently claimed they are not supported by the regional education officials and were not happy with them, in particular the school counsellors. They felt these officials are protecting learners and not teachers, which to them is a big contributing factor towards learners' behavioural problems because learners will feel that they can do as they please as they are protected.

Extending on the latter point, T3A expressed his frustration by relating one incident:

I told you about the other one of learners fighting and in possession of weapons. The school suspended the learner but the region, by force returned the learner who became more unruly and dangerous, he started boasting that he is protected, teachers are nothing and he can do as he please. He started disrespecting teachers, threatening them as well as other learners, some teachers started dodging the lessons of his class because they were afraid, afterwards we called in the police which helped us to remove him from the school. The school and teachers feel powerless.

The respondents felt that they are forced to tolerate inappropriate behaviours by the Constitution of the country and other policies where children's' rights are stipulated. They indicated the need of these rights and code of conducts to be reviewed. They strongly indicated that the situation would improve if learners' freedom should have limits.

In addition, the respondents persistently indicated that they are also challenged by parents who are not really involved in the school activities, and who mostly side with their children even if they have done wrong. T3C complained about the upbringing of some learners by stating that some parents are not bringing up their children properly at home, which is reflected by their behaviour at school. Also, although not indicated by many, overcrowded classrooms were indicated as contributing to the manifestation of behavioural problems.

As additional evidence, all respondents felt challenged by having a lot of cuca-shops and bars close to the schools. They indicated that this has a major impact on learners and the schools in general, based on the facts that learners are easily influenced to drink and they are also exposed to violence that occurs at such places. On a different note, a principal of School C lamented that the absence of moral education had worsened the problems of behaviour problems amongst learners. He suggested that the Ministry of Education is supposed to revise the curriculum, so that Bible studies have to come back, because to him a nation without moral understanding is like a journey without destination.

5.8 Conclusion

Drawing from the data, one can infer that, in an effort to curb learners' challenging behaviours, there are several levels where collaboration is required, namely, between teachers, teachers and parents, schools and the circuit/ regional offices as well as between schools and communities (other stakeholders). Moreover, through analysing the data, an assumption can be made that, in order to provide effective educational support, one has to focus not only on what is happening within one structure or subsystem, but also on the relations and influences between the different systems and subsystems in which teachers and learners function. One can further observe that the implementation of Inclusive Education, in particular addressing behavioural problems, rely on the support from all the stakeholders. This resonates with Donald et al. (2010) who state that the success of educational support provisioning in one setting, such as the school and classroom, strongly relies on the additional support that is provided from home, friends, community and the government. Further, Engelbrecht et al., (1999, p. 67) indicate that at present, the challenge to the education system, is to ensure that the support system envisioned is indeed developed throughout the country, and that this support is made accessible to all schools and teachers requiring assistance to address these challenges.

This chapter analysed and discussed what emerged in data collected through interviews, observation and document analysis. The findings were that twenty one types of behavioural problems perceived by respondents as what they have to deal with on a daily basis (see Table 5.1). The findings revealed fighting, bullying, substance abuse, dodging of lessons, disrespect of teachers and authority and not doing school activities to be the most prevalent forms of observed and experienced behavioural problems in schools. Further, the findings pointed at the link and interaction between the learner and the family, school, peers, teachers, community and broader community to be exacerbating the manifestation of behavioural problems. This chapter also explored and shed light on the impact of behavioural problems as perceived by the respondents to consequently have a negative impact on teaching and learning. Lastly the chapter looked at how teachers deal with the behavioural problems they indicated earlier. The next chapter discusses the findings when viewed through bioecological lenses.

CHAPTER 6

DATA ANALYSIS: HOW THE BEHAVIOURS TEACHERS PERCEIVE AS PROBLEMATIC ARE LOCATED IN A NESTED SOCIAL SYSTEM

6.1 Introduction

This chapter contains phase two of the data analysis. More specifically, it discusses what emerged in the data analysis (Chapter Five) using Bronfenbrenner's bioecological model (1992) as an analytical tool. The chapter begins with an explanation of how the model, as adapted by Swart and Pettipher (2011, p.13), was used to generate insights for understanding what, if any, relationship there is between the behaviours manifested by learners and factors which teachers shaping these behaviours at the different levels of social interaction in Namibian society.

6.2 Locating behaviours in a nested system

Bronfenbrenner's bioecological model was used as a heuristic tool for analysing and making sense of what emerged in the findings of the interviews with teachers (as discussed in Chapter 5). The model, a simplified version of a complex reality, provides us with a holistic, relational perspective of behaviour, enables us to understand how each layer of the nested social system has a direct or indirect influence on the other layers, all of which could shape learners' behaviours.

I was attracted to the model because it enabled me to view behaviour from a broader and more complex perspective, that is, one which looks at the world in ways which "...break with the simple cause and effect models, simple determinism and linear predictability" (Cohen et al., 2011, p.28). This perspective may be viewed as replacing a cause and effect type model with an "organic non-linear and holistic approaches, characterised by a multiplicity of simultaneously interacting variables," (Radford 2008, p.510). As stated by Steward (cited in Morrison 2006), this further helps us to understand how the interactions of individuals are linked to the wider environment which in turn influences the individual units of the network and shaping each other.

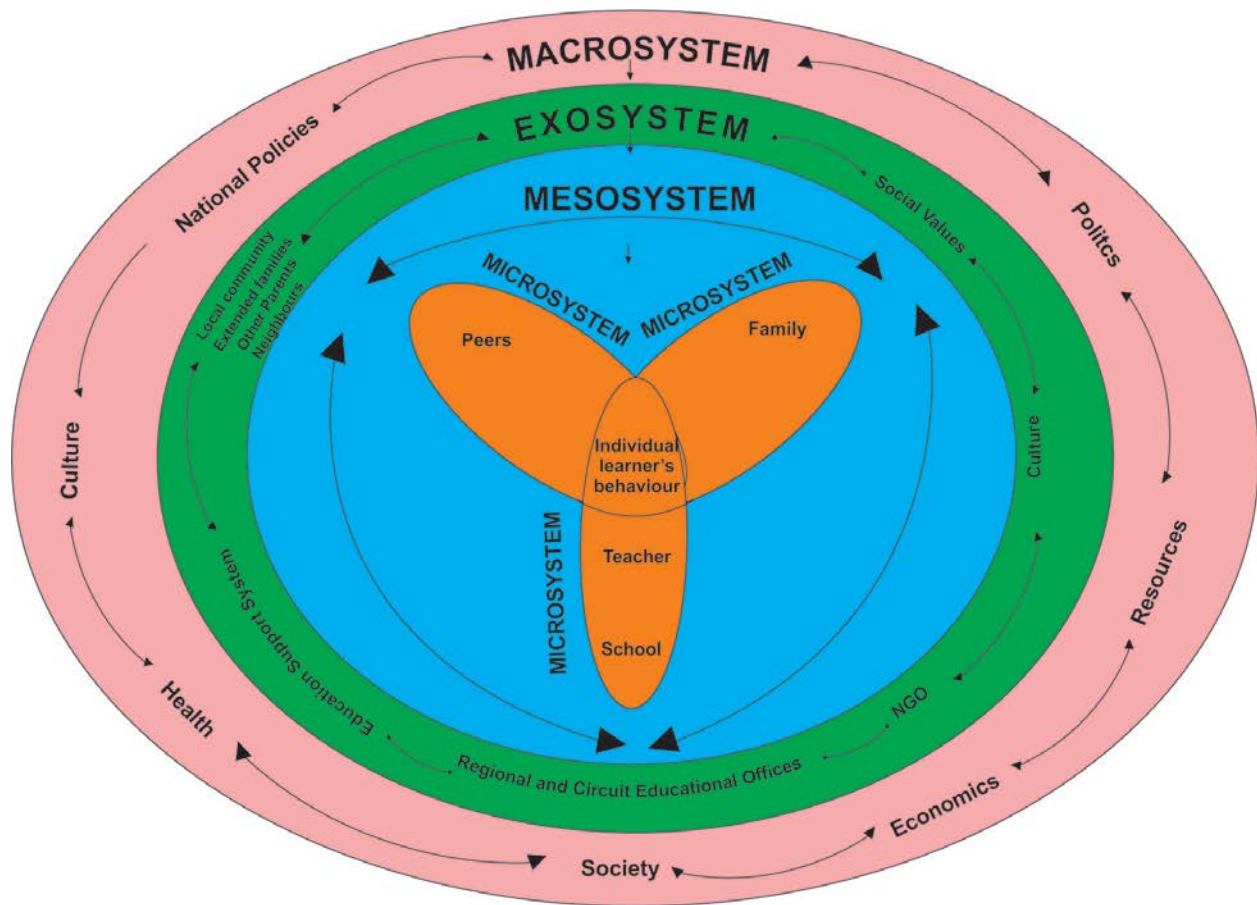


Figure 3: The analytical framework used in this study (adapted from Swart & Pettipher, 2011, p.13)

Figure 3 illustrates how I have worked with Swart and Pettipher's (2011, p.14) adaptation of Bronfenbrenner's bioecological model (1992), to locate individual's behaviour within a nested social system. In Figure 3 I have populated the model with categories in each level taken from my study. For example: national education policies identified in my study are placed in the macrosystem; the local communities and extended families spoken about by teachers are located in the exosystem; the teachers are located in a school microsystem. As explained in Section 3.3.4.4, of this study, the chronosystem is not considered, as it is more applicable to a longitudinal study which is not applicable in my study.

6.2.1 The Micro and Meso system levels

At the centre of the model you have the individual learner, who is part of one or more micro systems, and these are surrounded by a mesosystem. This section will present the three

microsystems identified in my study (Peers, Family and School/Teachers) around the individual learner, and the surrounding mesosystem. Mesosystem is the name given to the interactions between the elements in microsystems and the individual learner.

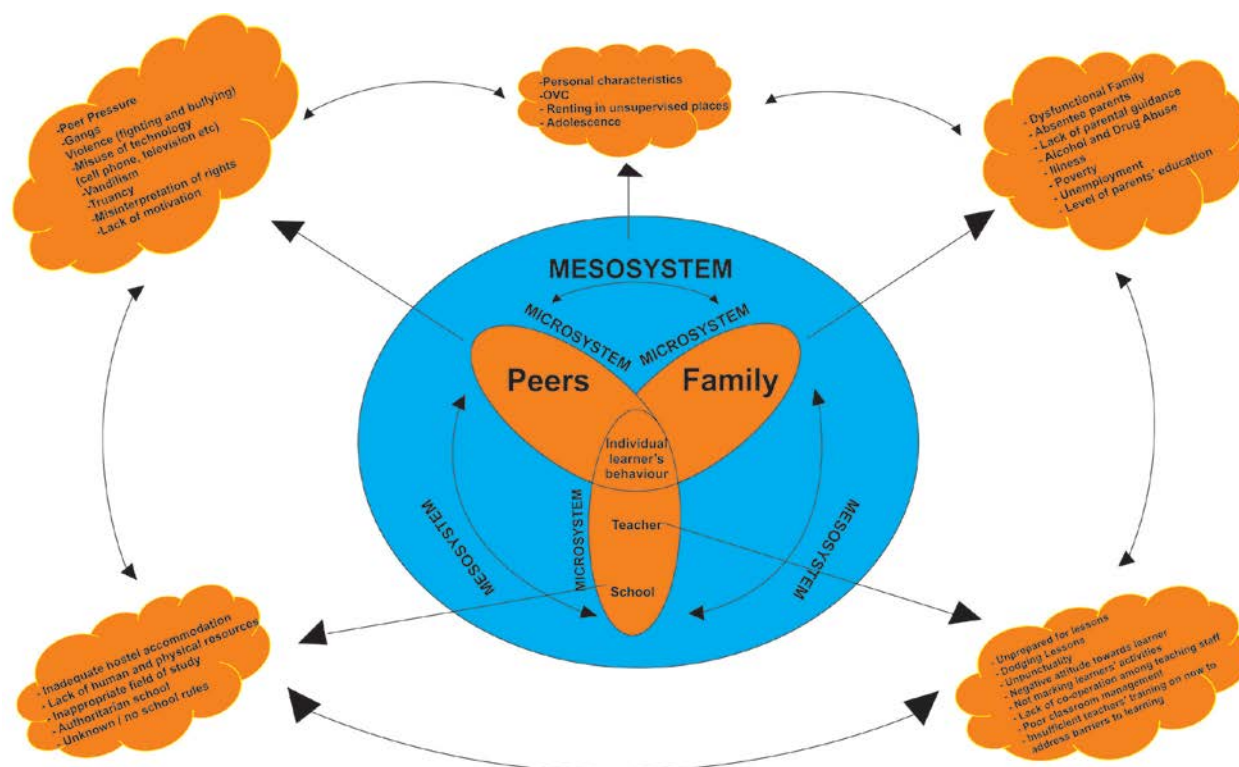


Figure 4: Micro and Meso system levels: Bronfenbrenner's model as applied in this study (adapted from Swart & Pettipher, 2011, p.13).

Figure 4 illustrates (in the clouds) the teachers' perceptions of the factors within each of the three microsystems (peers, family, and school) that they believe are influences or causes of the behavioural problems they see in their learners. Each cloud is linked to the respective microsystem with an arrow. For example, the teachers would say in respect of 'family' that dysfunctional families, absence of parents, lack of parental guidance etc. are factors influencing or causing behavioural problem. The diagram also highlights with arrows the many bi-directional interactions or influences that may be at work between the perceived contributing factors.

The microsystem, being the immediate environment of learners manifesting behavioural problems, can provide support for learners and at the same time, it may be a risk factor that

impacts on learners (Bronfenbrenner, 1992). The relationships here is bi-directional, thus have an impact in two directions, from the child and toward the child.

- **Family subsystem**

The findings of this study suggest that the family is the most important subsystem in the life of adolescent Namibian learners. In the Namibian context, extended families are the norm. Families consist of grandparents, aunts, uncles, nieces, brothers, sisters, and parents or guardians. What happens within an extended family structure is shaped by the relationships and interactions between family members and between the family and other subsystems, notably the school and local community (Donald et al., 2010, Swart ~~and~~ Pettipher, 2011). As stated by Bronfenbrenner (1992) the instability and unpredictability of family life can create the most destructive force to children's behaviours.

Marais and Meier (2010), Donald et al., (2010), Swart and Pettipher (2011) and Geldenhuys and Wevers (2013) noted that the disturbance of family life due to alcohol and drug abuse, violence, urbanisation, divorce, death or illness may result in a conflict of a values system. Low literacy level and a negative lifestyle of parents are viewed to be exacerbating learners' behavioural problems. In the case of this study, this may explain why the teachers' claim that the family influence is the second only to community as the most influential factor causing behavioural problems in their learners.

The findings revealed that some learners are OVC, which makes it difficult for them to survive by meeting the demands placed on them by their situation. HIV and AIDS were identified to be another factor that leads to family breakdown and OVC. According to Pillay (2011) this may result in many children either living with extended families or on their own. This leads to instability in learners' lives and may make them vulnerable because they have no one to guide, care for them and meet their basic needs. This, however, may make them look elsewhere for love and acceptance, which in many cases tend to be negatively influencing their behaviours. Geldenhuys and Wevers (2013, p. 8) note that "this burden of extra responsibility at home impacts negatively on these learners' ability to respond positively to teaching and learning opportunities at school which, in turn, impedes the management of these learners in mainstream".

The *Draft Sector Policy on Inclusive Education* advocates parental involvement and participation in their learners' education (Namibia, MoE, 2011). However, the findings revealed the insufficient parental involvement and support. This makes it difficult for teachers to assist and effectively deal with learners' behavioural problems and it militates against a school's effort to curb indiscipline and problem behaviour. This lack of collaboration and parental participation has consequences; it may lead to learners being confused about the relationships between the school and their parents or guardians. The findings of this study corroborate with observations made by Geldenhuys and Wevers (2013), namely "the lack of support from parents places much strain on educators, which in turn hampers the implementation of Inclusive Education."

The interviews revealed that some parents do not respond positively to invitations from the school. This may create tension between the school and parents, and may further negatively affect familial relationships and school activities. According to Marais and Meier (2010), all these influence learners to carry these negative experiences with them to school and practise them. While McPhee and Craig, (2009, p.6) observed that the way the family act and behave at home has a direct effect on how a child imitate observed behaviour.

Given that Namibia is in the early stages of implementing IE the lack of parental involvement and active participation in schooling illuminated in this study needs attention. The findings provide evidence which suggests that the majority Namibian parents do not understand their roles and responsibilities as key stakeholders in their children's education.

- **School subsystem**

The school is another important subsystem found in the microsystem of a child experiencing behavioural problems, which is comprised of elements such as the learner, teachers, peers and the curriculum. Learners spend much time at school, interacting with teachers, the curriculum (through teachers) and other learners. A similar view is held by Johnson (2008, p.6) who states that "schools and their systems are also structure-determined as they adapt to changes within social, economic, and political contexts while embracing learning from, and developing from systemic memory integral in the system."

The findings revealed that the interactions within and between elements of the school subsystem also make it conducive for the manifestation of behavioural problems. Teachers are expected to

provide quality education to all learners. An inability on their part to carry out the assigned responsibility affects the school level and thus learners.

Some of the respondents reported that as the school rules are not known by the learners, they may thus not know what the expected behaviours are. It was also mentioned that some of the school principals are authoritarian in their leadership and other factors (see Section 5.4.5), which might frustrate learners conversely if rules and discipline is not enforced that too can encourage learners' behaviour problems.

The issue of curriculum choice, stipulated in the national broad curriculum (Namibia, MoE, 2010) also emerged in the interviews. Respondents indicated that a lack of both human and physical resources at schools impacts on the range of subjects that are offered. Some learners are forced to take subjects which they are not interested in because others are not available at their school. This shapes learners' attitudes and classroom behaviours. According to De Wet (2003, p. 90); Prinsloo and Gasa (2011, p.4 94) in order for the curriculum to be meaningful to learners, it must be embedded in their context and future work-related needs. The availability of subjects perceived to be relevant to the world needs consideration in a Namibian context because there is evidence that suggests that the narrow and limited choice of subjects in some Namibian schools is impacting negatively on learner behaviour at schools.

- **Peer subsystem**

The findings suggest that peer groups are influential in senior secondary learners' behaviour. Learners want to have a group where they belong, even if the relationship is a negative one. The respondents elaborated that although some learners were well behaved before, they were negatively influenced or pressurised by their peers to join gangs that are involved in violent and aggressive behaviour, truancy, not doing school work, fighting each other, bullying others, vandalizing private or school property, and disrupting lessons.

6.2.2. The Exosystem level

The exosystem surrounds the mesosystem, and can contain a series of sub-systems. An exosystem level involves the relationships and processes taking place between two or more settings, at least one of which does not contain the individual learner. For example, the system

called the parents' place of work, where the learner is not present but in which actions that occurs there indirectly influence what the learner exhibits in another system in which the learner is present, e.g. the family system. Although the micro and meso systems are the levels where a child spend most of her time, the proximal processes taking place in the exosystem (refer to Section 3.4.2) is also important in understanding how the interactions of the whole system can make it conducive for the manifestation of behavioural problems (Bronfenbrenner, 1992).

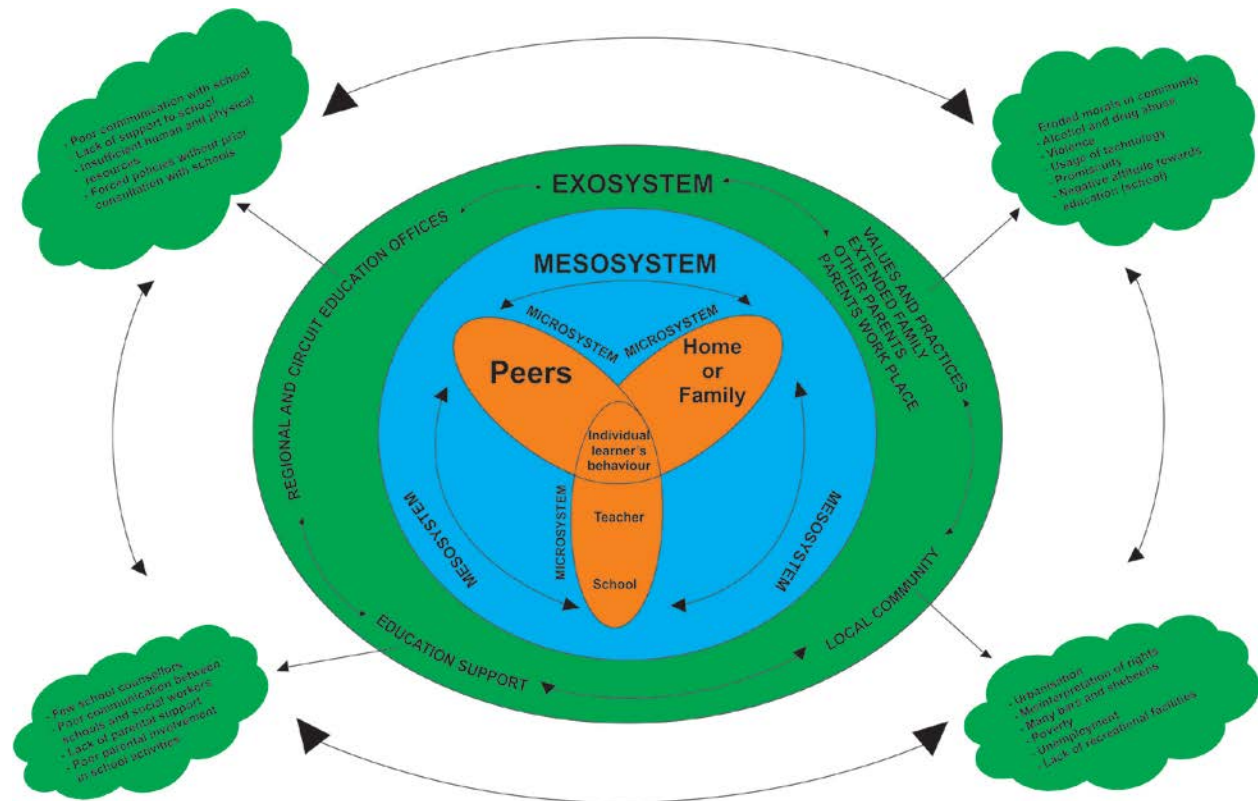


Figure 5: Exosystem level: Bronfenbrenner's Model as applied in this study (adapted from Swart & Pettipher, 2011, p.13)

Figure 5 illustrates how an individual learner is not directly linked to the exosystem, but whose behaviour can be exacerbated by some factors in an exosystem level. Again the text in the clouds in this diagram represents the teachers' statements of their perceptions and views of factors in the exosystem.

The findings of this study provide evidence which suggests that community values and practises, including, for example, the prevalence and acceptance of high levels of alcohol consumption;

drug abuse; violence, and television and social networks like Facebook are shaping secondary learners' behaviours. These community practices were seen to be impacting negatively on learners' behaviour with learners reported to be mimicking the practices they observed in the community.

According to the respondents, the majority of parents leave their homes in search of employment opportunities elsewhere. As a result Namibian children are left unattended and without adequate adult guidance and support. Furthermore this study suggests that unemployment may be a contributing factor to the behaviours the respondents perceived as problematic. This corroborates with McPhee and Craig's (2009, p. 13) observation that the unemployment of parents can give rise to higher levels of stress and depression. This may lead to increased physical punishment of children, violence in the homes and this engenders a habit of violence among children.

The majority of the respondents indicated that, the educational region and circuit offices, including the division responsible for IE were not doing much to assist teachers with dealing with learners' behavioural problems. As revealed in the findings, they sometimes re-instate suspended inappropriately behaved learners without considering the danger that the learner might pose on teachers or other learners. This was perceived to be exacerbating the situation.

6.2.3. The Macrosystem level

The macrosystem surrounds the exosystem and it consists of the social, political and economic subsystems.

Within the context of this study, factors shaping the behaviour teachers perceive to be problematic in a macrosystem are linked to the economy and politics of the country which, according to them, influence the school context. For example, the provision of hostels were said by some to be not enough which leads to learners renting in unsupervised accommodation; or the national economy or policies can cause unemployment thus impacting on family life.

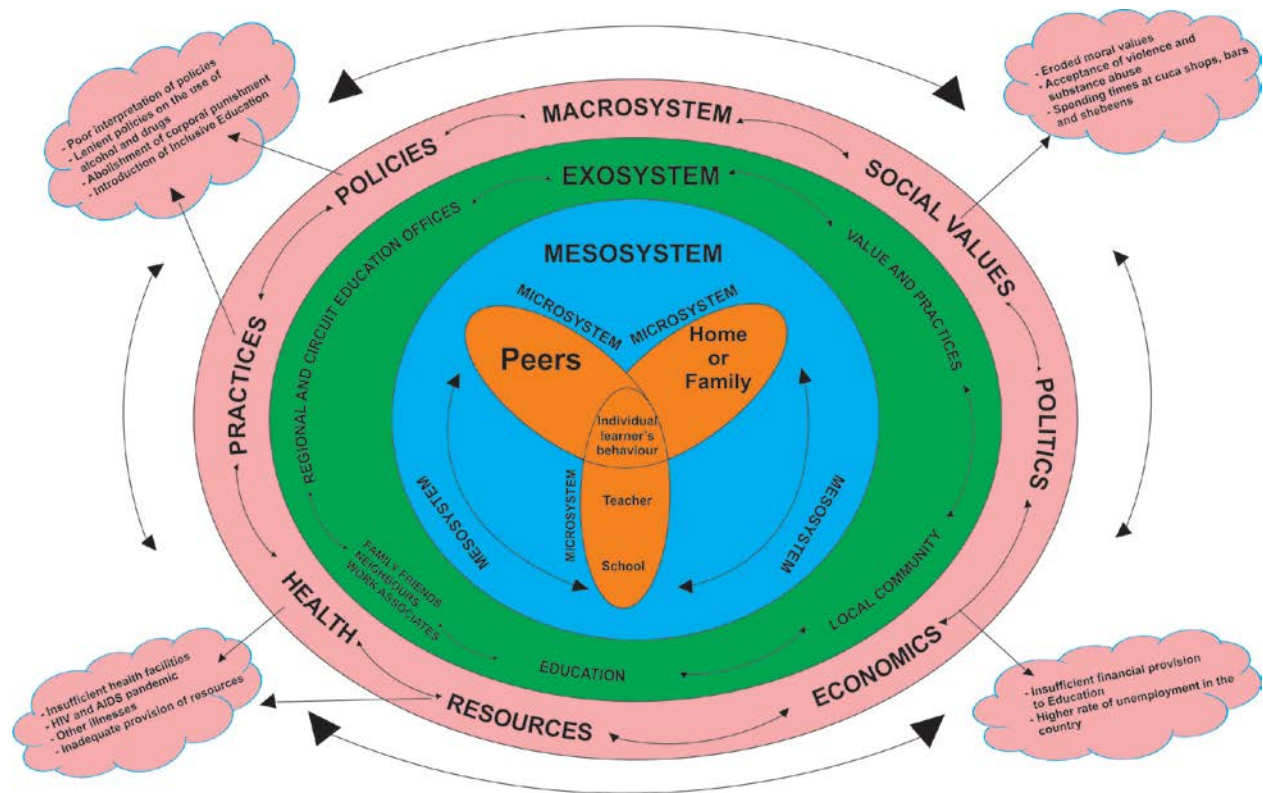


Figure 6: Macrosystem: Bronfenbrenner's bioecological model as applied in this study (adapted from Swart & Pettipher, 2011, p.13)

Figure 6 shows how the macrosystem, a distant level from a child exhibiting behavioural problems but which still can have a major influence across the whole social nested system and on the child. This level covers the policies and values that govern education, health, society and the economics of the country (see Section 3.4.1).

According to Geldenhuys and Wevers (2013), national policies influence the management of IE and, including in the case of this study, behavioural problems in schools. As stated in the *Constitution of the Republic of Namibia* (1990), the *Towards Education for All policy* (Namibia, MEC, 1993), and the *Draft Sector Policy on Inclusive Education* (Namibia, MoE, 2011) compulsory education must be provided for all learners under the age of sixteen irrespective of their abilities or background. The findings of this study are that in spite of what is stipulated in the aforementioned policies there is a disjuncture between planned policy and the reality on the ground.

Of the fifteen respondents, six complained about the lenient *Education Act 16/2001 on Learners' Code of Conduct* (Namibia, MoE, 2001). The respondents stated that this Act is too tolerant of learners' conduct and also does not provide clear directives or guidelines for teachers on how to deal with learners' behavioural problems, apart from the procedure stipulated in the Act (see Section 2.9.1). According to respondents, the absence of clear disciplinary measures militates against learner discipline. The abolition of corporal punishment and lack of alternate strategies has been perceived to exacerbate the situation, and is impacting on learners' behaviours, not only at schools but also in the community. The effects of the policies and the actions of structures have an influence on the implementation and management of IE, under which behavioural problems as barriers to learning are located (Geldenhuys ~~and~~ Wever, 2013).

The Namibian Ministry of Education is responsible for the provision of hostel accommodation. The inadequate provision of both human and physical resources at the schools participating in this study was viewed to be a major contributing factor that may negatively shape learners' behaviour in their schools. The findings revealed that lack of hostel accommodation leads to some learners travelling long distances to school, or renting accommodation in unsupervised environments where there is no-one to monitor and guide them, which according to the respondents, lead learners to play truant, join gangs, abuse alcohol and drugs and, sometimes, bring these drugs these to hostels.

The interviews revealed that some parents are ill and in continuous need of health services, which should be planned for and provided at the macrosystem level. However, with poor health services in the country, in particular in rural areas, learners have to sometimes remain at home to take care of the ill parents and siblings, which influence not only learners' academic performances, but also the relationships between the learners and his teachers, peers and parents.

Most importantly, the majority of respondents indicated that they had not received adequate training in how to address learners' behavioural problems and have not been well prepared for the implementation of national IE policy. The findings highlighted the urgent need for effective teacher professional development programmes at the macrosystemic level. This corroborates with Zimba et al. (2007, p.46) who observe that teachers trained by the Colleges of Education and the University of Namibia have not had adequate exposure to content and strategies for

responding to and supporting learners experiencing barriers to learning. This needs attention so that teachers are equipped to deal with and support learners who manifest behavioural problems.

6.3. Analysis and discussion of learners' behaviours perceived as most problematic within a nested social system.

Generally, viewed from the medical model perspective, the manifestation of learners' behavioural problems has been blamed on learners and is regarded as lying within an individual child (Engelbrecht 1999; Nel et al., 2012). It has also been viewed as being easy to rectify by dealing with the individual child (ibid). From an IE perspective, it is seen as more appropriate to investigate the system-level processes associated with the manifestation of behavioural problems as well as the interpersonal processes that may lead to behavioural problems, and how these interactions can create an opportunity for the manifestation of behavioural problems (Engelbrecht et al., 1999; McPhee ~~and~~ Craig, 2009; Donald et al., 2010; Prinsloo ~~and~~ Gasa, 2011).

Donald et al. (2010) observed that because learners are linked to other systems with so many factors that it is difficult to ascribe or pinpoint to any single factor that exacerbates behavioural problems. The analysis below selects three problematic learners' behaviours and points to the many factors, from a range of levels in the Bronfenbrenner's model, that the teachers ascribe as influencing or causing these behaviours.

Thus Figure 7 shows the many bi-lateral interactions found in the nested systems perceived to be harbouring factors that might be exacerbating learners' behaviours such as: playing truant; abusing alcohol and drugs; and bullying of other learners. Here an individual learner/behaviour is linked directly or indirectly to the many systems and subsystems of the nested system. The three behavioural problems were identified the most prevalent by all three categories of respondents at the three schools (see Table 5.1).

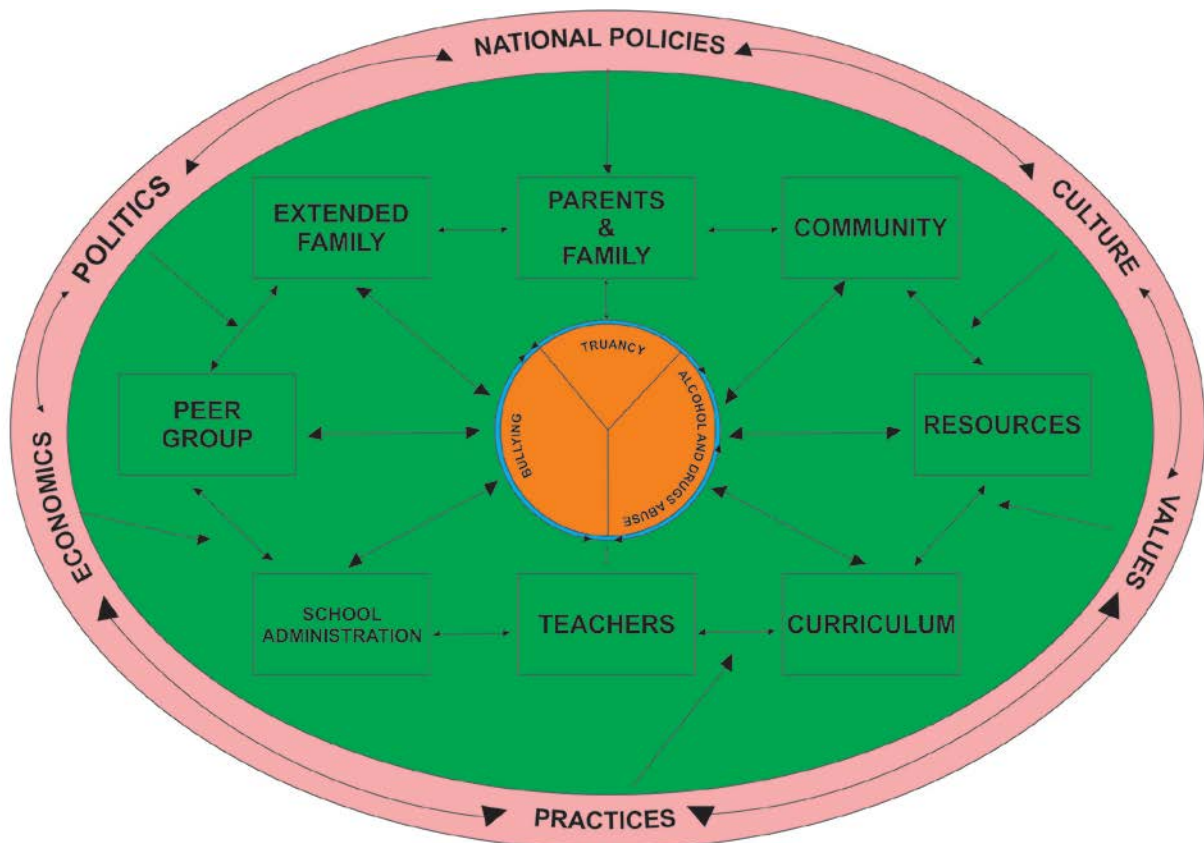


Figure 7: The three behaviours identified as the most prevalent within a nested social system.

6.3.1 Truancy

Learners' truancy can be fuelled by various interrelated factors. Factors that emerged from the findings involved children living without care as a result of HIV and AIDS deaths or illness, the renting situation, or when parents are away in search of employment. At the present time, as revealed during the interviews, extended families are also not taking care of these learners, a situation that could have been aggravated by poverty and lack of collaboration in the community.

In addition, the parents' attitude towards school is also reported to have an impact on learners' behaviours. McPhee and Craig (2009, p.7) contends that if parents hold negative attitudes towards the school culture and leadership, it may also influence the child to have the similar outlook of the school, thus ending up portraying inappropriate behaviours.

The respondents acknowledged that the school characteristics may also be conducive for the manifestation of behavioural problems such as truancy. Factors including the low level of academic performance, teachers attitudes, ineffective school administration and management

(refer to Section 5.4.5 for detailed discussion) were considered to be contributing to learners playing truant, as learners develop a feeling that being at school is time wasting. A respondent argued that some learners dodge lessons because of the absence of teachers from classes and ask what the point is of going to school if the teachers are absent.

6.3.2 Alcohol and drug abuse

Alcohol and drug abuse is another serious concern that emerged. The findings pointed out alcohol and drug abuse among learners to be a significant contributing factor leading to violence, bullying, truancy, poor performance and disrespect of teachers. This can be observed from responses such as the one by teacher counsellor of School B that:

Learners sneak out of the hostel to go and drink, because of them going outside the hostel; when they come back they disturb others, that most of the time leads to fighting.

The abuse of alcohol and drugs is also, in the minds of the teachers, linked to the interactions between factors in various systems. Subsystems such as the peer group are emphasised as a strong shaping factor on the abuse of alcohol and drugs whereby adolescent learners want to fit into a peer group and prove their independence from their parents and teachers (Nieman et al., 2011). They also linked alcohol abuse by learners to the home, communities and broader society, as it is seemed to be an acceptable norm and practice in Namibia. The teachers also linked it to poverty and unemployment; people take it as a better practice to kill time as they do not have anything else to do.

As revealed in the findings, to make matters worse, alcohol is sold not only in bars and shebeens, but also in some houses. Learners observe and copy what they observe, thus they can start abusing alcohol and drugs as it becomes a culture of the society within which they operate. As related to by the principal of School A:

I have a case of some learners that I found drinking hot stuff with other elder people at a bar attached to a house and these learners shouted at me, saying that they are outside the school. Therefore they can do as they please. The elders also joined in the shouting.

In relation to the latter, Teacher 3 of School A further stated that:

Some parents are spoiling their children by giving them too much money, to the learners which is bad. What would you expect from a child with too much money? They can be tempted to buy alcohol and get drunk.

As indicated by the findings, the abuse of alcohol among learners can have many effects, not only on the relationship between learners and teachers, but also on the academic performance and community life in general.

6.3.3. Bullying

The findings revealed bullying to be another common behavioural problem among learners, which is manifested in various forms (see Section 5.2.1). A school counsellor of School A indicated that:

Bullying is a common practice in secondary schools. It is mostly done by the older learners towards the younger ones or learners who have been in the school for some years towards the new learners at the school.

Sharing a similar view, the teacher counsellor of School C shared her concern that:

Bullying of the Grade 11 by the Grade 12 is challenging, this makes the Grade 11 to hate school and to live in fear at school, they are now afraid to be bullied. The bullying of learners is always causing problems in schools, because it affects the learners who are bullied, sometimes it affects them emotionally which is not easy to forget.

As revealed during the interviews, bullying was cited as another factor that causes the victims to play truant, as they are afraid of persistent bullying, which is made worse by the fact that teachers do not easily take note of it. It was constantly revealed that fighting, which is commonly caused by bullying and the abuse of alcohol, greatly concerns the teachers. Drawing from the findings an inference can be made that when learners are exposed to violence in their lives, which could be from the peers, parents at home, the use of corporal punishment by teachers at schools or as experienced in their communities, they are likely to practise it on other learners at school.

Consequently, all types of behavioural problems identified in Section 5.2 may result in bleak futures for learners, characterised by exclusion, unemployment and perpetual poverty (Niemann et al., 2011). Additionally, learners may end up involved in crime such as juvenile delinquency, street gangs, prostitution and drug abuse, in which they may find themselves on the other side of

the law. Also, learners may be failing tests, falling behind academically and, worst of all, dropping out of school (De Wet, 2003; Niemann et al., 2011; Swart and Pettipher, 2011).

Importantly, it is worth noting that all the social systems discussed earlier are interdependent, thus, whatever changes occur at one level, can be felt at the other level (Donald et al., 2010). For example, the government hostel policy embedded in the Education Act No 16/2001 (Namibia, MoE, 2001) found at the macrosystem level may affect all other levels. This policy leaves many children living by themselves without parental guidance as majorities are renting in the local communities where the schools are located. These situations do not only place a burden on families, of which some are living in poverty or unemployed to pay rental fees, but also on schools, teachers and learners (see Section 5.5). The schools also feel they are not able to assist these learners as they do not have the required human and physical resources.

Drawing from the data, perceived behavioural problems manifested by learners can be viewed as being located in the dynamic relationship and interaction between the intrinsic factors within learners, extrinsic factors from family, school, local community and wider society (see detailed discussion in Section 2.6). Awareness of these interconnecting influences on learner behaviours should thus be a concern of everybody. An understanding of these connections is also needed to effectively respond to behavioural problems among learners.

6.4. Conclusion

This chapter, through Bronfenbrenner's bioecological model analysed and explained how behavioural problems can be located in, and can be a result of, the interaction and interconnectedness of the individuals within nested social systems. I have provided evidence of how a nested social system (Figure 3.1) is useful for explaining how interactions and interrelations between different levels of a nested social system influence how learners behave.

Importantly, Bronfenbrenner's bioecological model has enabled me to better understand how the processes and actions and agents operating at different levels in a nested social system are connected. By implication then, the *context* in which behaviour manifests itself is of critical importance when trying to understand behaviour and seeking ways of addressing behavioural problems. My main contention is that if we as a nation want the goals of IE to be achieved in practice and through our action, we need to understand how an individual learner's behaviour is shaped by her interactions with peers and other significant others, the community and broader

society of which she or he is part. Also, teachers, as the implementers of IE policy through the Ministry of Education, need to be thoroughly trained and provided with unconditional support in the provision of education and support for teachers of learners with behavioural problems and these learners. The scale of the prevalence of learners with behaviours problems as perceived or reported by the teachers in the three schools is in the range of 20% to 40%. This degree of potential loss of young people to realizing educational success should catch our attention. To say nothing of the hidden knock-on negative effects on other children and the well-being of teachers.

CHAPTER 7

SYNTHESIS AND CONCLUSION

7.1 Introduction

This chapter provides a summary of the main findings of the study. It re-iterates the research question and contextual factors which provided the impetus for the study. It summarises and synthesizes the research findings and presents the lessons that can be learned from the study. The chapter concludes with a critical reflection on the research process.

7.2 Synthesis of the study

This study investigated Namibian teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners in three senior secondary schools in the Oshana region of Namibia. It aimed at developing an understanding of how behaviour (in this case behaviour manifested by learners which Namibian teachers perceived to be problematic) does not happen in a vacuum. From an ecosystemic perspective, human beings are viewed as social beings that are part of a nested social system that consists of different but interconnected levels (Donald et al., 2010, Swart and Pettipher, 2011). The study was guided by the following research questions:

- What are Namibian teachers' perceptions of the behavioural problems manifested by Grade 11 and 12 learners in selected schools?
- How can an ecosystemic perspective, specifically Bronfenbrenner's bioecological model (1992) as adapted by Swart and Pettipher (2011), help us to understand the behaviour manifested by Grade 11 and 12 learners which teachers perceive to be problematic?

In Chapter 2, it was argued that IE is an underlying principle of Namibia's post-apartheid education reform process "*Education for All*" (Namibia, MOE, 1993). If IE is to be achieved, then effective ways of addressing barriers to learning (both intrinsic and extrinsic) need to be understood. Namibian education policy on IE identifies *behavioural problems as a barrier to learning*. My main contention is that not enough is known about how teachers perceive and conceptualise behavioural problems or how they interact with learners who manifest behavioural problems. International literature was reviewed to identify what behaviour was seen as problematic in different national contexts. These included the following:

- Off-task and disruptive behaviour
- Violence and aggressive behaviour
- Disrespect for teachers and authority

The teachers' views, perceptions and conceptions of types of behavioural problems they encounter, the seriousness and effects of these problems, the factors shaping them, and how they and the schools address these problems are reported and discussed in Chapter 5. The chosen theoretical framework, viz. the Bronfenbrenner's bioecological model (1992) as adapted by Swart and Pettipher (2011), was then used for the analysis and interpretation of Namibian teachers' perspectives on the behavioural problems manifested by their learners shed light on how the social context may shape behaviour (see Chapter 6).

7.3 Key findings

The findings of the study are summarised below:

The five major findings of the study are:

1. The teachers identified 21 types of behaviour as being problematic among Grade 11 and 12 learners in their schools. These behavioural problems are similar to those described in the international literature for a similar age group.
2. They argued that the effects of these behavioural problems are quite serious in terms of the impact on these learners, other learners and the teachers.
3. Teachers expressed the feeling of being ill-equipped – in terms of their knowledge, skills, practice, and support – to effectively deal with most behavioural problems (both serious and less serious) in the spirit of IE.
4. There is a pervasive view, that the teachers and schools feel shackled by policy and helpless in dealing with serious cases of indiscipline. More so after the abolishment of corporal punishment learners seem to realize that there are no strong penalties and teachers have little power.
5. The teachers conceive learners' behavioural problems to be influenced and caused by factors they found in the school, the family, the community and nationally, which is the same perspective as that represented by the Bronfenbrenner's bioecological model with

its series of nested and interacting social systems.

Further detailed findings are:

- Fighting was identified by all fifteen teachers as a common practice among the Grade 11 and 12 learners. While fighting is described in the literature as being problematic with adolescents and young adults, the level of violence and aggression in Namibia was not as high (there being few or no deaths and serious incidents being reported) as is the case in some other national contexts.
- Substance abuse was seen as exacerbating learners' behavioural problems. In Namibia substance abuse seems to be a major problem not only with learners, but in the community at large. The evidence points to too many shebeens and bars near the schools that are accessible to learners and high levels of alcohol consumption in many homes.
- Lack of parental guidance and support at home was said to be another important factor that contributes to learners' behaviours.
- The teachers saw poverty, unemployment and urbanisation in communities to be major influencing factors towards parents leaving children to fend for themselves. They also saw the HIV and AIDS pandemic in the country to be worsening this condition (lack of parental guidance) and also worsening the increase in the number of OVC in the country.
- Lack of parental support and involvement in school activities was indicated to be a common feature at the three schools, making it difficult to engage the parents in maintaining discipline or developing strategies to assist learners with behavioural and related learning problems.
- Insufficient hostel accommodation, which leads to learners renting cheap, inadequately supervised accommodation surrounded by bars and shebeens, was said to be one of the factors encouraging behavioural problems amongst the Grade 11 and 12 learners.
- Teachers argued that learners are forced to take subjects not of their choosing or preference and so they dodge attending the subject classes or do not do the activities because they do not like the subject or see its value to their career choices.
- The teachers admitted that ineffective teaching, characterised by some teachers sun bathing during lessons, not being well prepared, coming late to class, not marking learners' work, lack of motivation and not having a passion for teaching, were singled out

to be also important factors that cause learners to develop a ‘do not care’ attitude and inappropriate behaviours.

- Insufficient pre-service and in-service teacher training on how to address barriers to learning was said to be another challenge to the teacher in their effort to address behavioural problems.
- The teachers said that the manifestation of behavioural problems in their classes and schools resulted in stress for teachers and other learners; loss of respect for the teaching profession; poor academic performance of the problem learners and disruption of learning by others.
- Teachers regarded themselves as being ill-equipped to address learners’ behavioural problems; therefore they tended to refer cases of indiscipline to the principal, teacher counsellors or disciplinary committee. In dealing with learners’ behavioural problems the principals mostly treat them as disciplinary problems for which punishment is the remedy.
- Teacher counsellors report that there are some cases where they succeed in dealing with some of the causes of learners’ problems and help in changing behaviour, such as in some cases of bullying, finding better supervised accommodation in some instances. But they report that the training they received was insufficient and school counselling committees do not function. They say that there are many cases that they cannot deal with and should be dealt with by fully trained social workers.

7.4 Lessons learned

- An understanding of human behaviour can be enhanced when people are viewed within a complex system of interdependent social systems found in a broader context. This perspective also is an invaluable guide to where remedial action and by whom should be taken.
- Some of the contributing factors to behavioural problems in schools are beyond the school’s immediate control. Some require the attention and action by parents and guardians, the community and some action at the national level. Each needs to examine more closely what they need to do to address behavioural problems in our schools.

- The variety and scope of behaviours problems and the different main causes often with different remedies, makes the task of taking action daunting. So it would make things easier if we (i.e. the Ministry of Education) broke down the analysis of these behavioural problems and action plans into doable and selective parts. Focusing on the diagnosis of particular behavioural problems, and much targeted solutions around those problems and then piloting action focused on each of these.
- There is already clarity on some very concrete and specific factors causing or aggravating serious behavioural problems and the remedies are already probably known. The most urgent would be: The provision of more and better hostel accommodation to take children out of unsupervised poor accommodation; Strict enforcement by the state of laws limiting access to shebeens and bars to underage children and attention to what is to be done with schoolgoers who are over 18; Changes in education policy and management practices to protect the rights of other learners 'to a safe school environment and a right to an opportunity to learn'; and our teachers rights 'to a safe working environment where they can exercise their responsibilities to teach effectively free from threats and disruption by learners'. There is a need for a rebalancing of rights and responsibilities from the current imbalance where individual students who indulge in persistent disruptive and even criminal acts in schools are protected and kept in the schools with little regard to the rights of others in the schools.
- Teachers themselves have identified actions that they individually can do in their classrooms to remove or reduce factors aggravating or triggering behavioural problems, such as: having clear and known classroom rules, being really well prepared for lessons, being on time, the use of interesting teaching methods to capture learners' attention and interest.

7.5 Limitations of the study

This study does not claim to be telling the complete story of teachers' perceptions of behavioural problems manifested by learners. Rather it attempts to provide a rich description of a particular case, as it exists at a specific time and within a particular context. It is acknowledged that, because of the restricted scope of the study, its findings cannot be generalised. The findings must

be seen as tentative, being located in a particular context (three schools in the Oshana region) and age group (senior secondary level namely Grade 11 and 12).

I acknowledge that in adopting as I have an interpretive research orientation, this study is by virtue of its nature necessarily subjective to a lesser or greater extent. I concede that a certain element of subjectivity was unavoidable.

7.6 Critical reflection on the research process

The journey from novice to competent researcher has been a challenging one. I underestimated the time and level of intellectual engagement that is expected. I have learned that undertaking research is a recursive as opposed to linear process. It involves headwork (conceptualising) and practical work (doing). This is a dialogical process.

The data collection and analysis processes were full of challenges. I had to travel to the same school several times, trying to secure the interview with the same respondent who either had forgotten about our appointment or was too busy to see me. I was also allowed little time with some respondents. At some point as demanded by some respondents, I resorted to taking notes during the interviews, irrespective of the initial agreement to use a voice recorder. However, if given another chance to do the similar study I would consider conducting a longitudinal study, focusing on one school setting, involving teachers, learners and parents.

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APPENDICES

APPENDIX A: A letter from the supervisor

APPENDIX A



RHODES UNIVERSITY
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TO WHOM IT MAY CONCERN

This is to confirm that Ms Ester-Anne Akawa (Student Number g12A3624) is registered for a full-time Master of Education degree at Rhodes University, Grahamstown. Her research is in the field of Inclusive Education with a particular focus on understanding teachers' perceptions of the behavioural problems experienced by Grade 11 and 12 students in selected schools in the Oshana Region with a view to informing the ongoing development of Namibian education policies.

We should be grateful if you would give her permission to undertake some of her research in your school. Any assistance or help which you are able to give will be duly acknowledged.

Yours sincerely

Professor Di Wilmot
Supervisor

22 March 2012

APPENDIX B: A letter requesting permission to the Permanent Secretary

Enq: Ester- Anna Akawa

Hill 60

Cell: 0812495900/ 0708510567

Grahamstown

Email: ndagaluka@yahoo.com

South Africa

12 April 2012

The Permanent Secretary

Ministry of Education

Private Bag 13391

Windhoek

Dear Sir/Madam

RE: PERMISSION TO CONDUCT A RESEARCH IN GOVERNMENT SCHOOLS

I am Ester Anna Akawa, a Namibian lady currently doing a full time Master of Education degree at Rhodes University in South Africa. My research is in the field of Inclusive Education, with a particular focus on understanding teachers' perceptions of learners' behavioural problems. The title of the proposed research is: Teachers' perceptions of behavioural problems manifested by grade 11 and 12 learners in three Namibian schools.

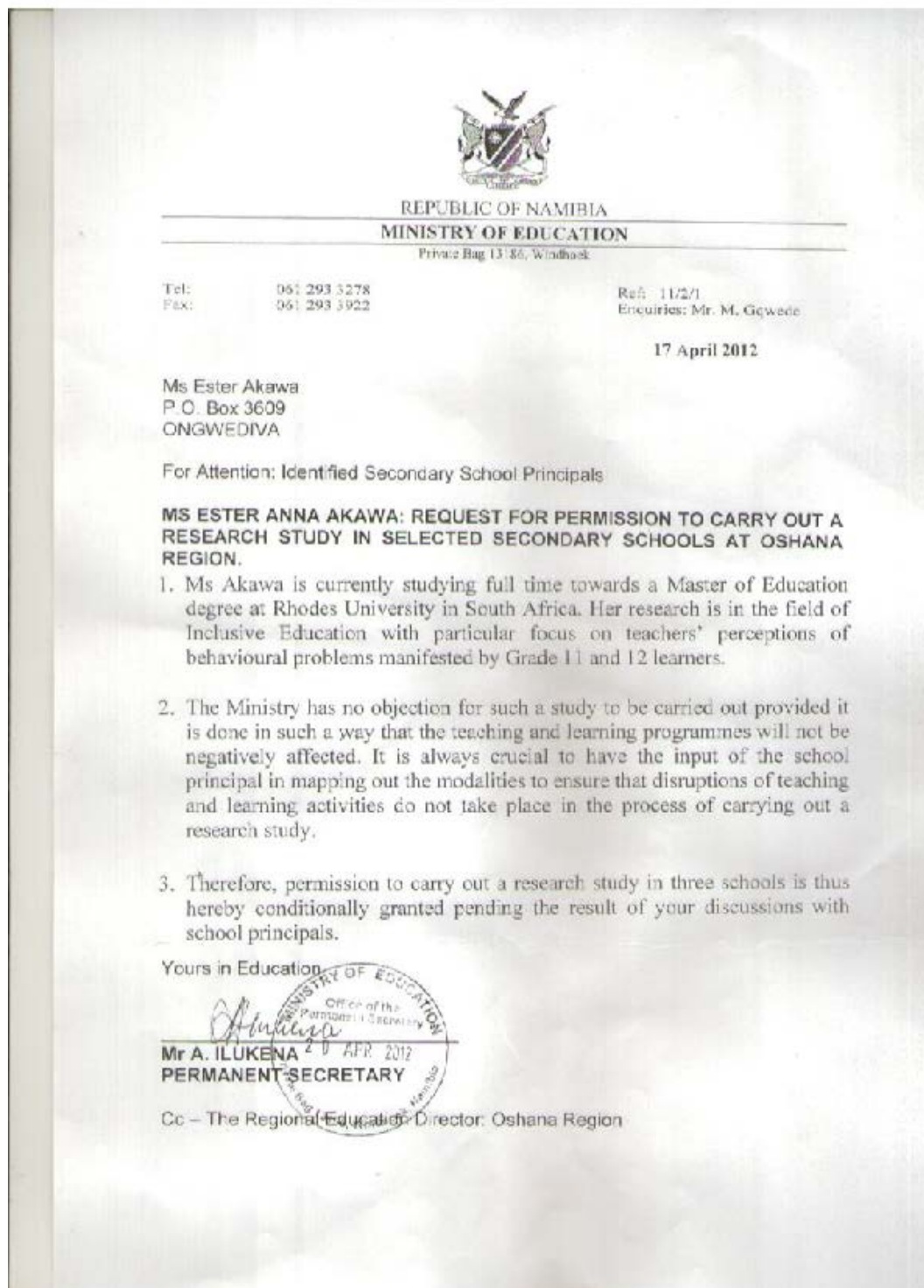
I would therefore like to request for a permission, to conduct a research in three senior secondary schools in Oshana Educational Region. The information collected during this study will be solely used for a research and confidentiality will be guaranteed. Attached please find a letter from my supervisor, Professor Di Wilmot, presenting information concerning my field of studies and research interests.

Thanking you in advance and looking forward to hearing from your great office.



Yours Faithfully

Ester Anna Akawa (Mrs)

APPENDIX C: Permission letter from the permanent secretary



APPENDIX D: Permission letter from the Regional Director

	
REPUBLIC OF NAMIBIA	
OSHANA REGIONAL COUNCIL	
DIRECTORATE OF EDUCATION <i>Aspiring to Excellence in Education for All</i>	
Tel: 065 - 229800 Fax: 065 - 229833 E-mail: imanuelaipanda@hotmail.com Enquiry: Immanuel S Alpanda Ref: 12/2/6/1	Private Bag 5518 Oshakati, Namibia

Inspectors of Education
School principals
Teachers


Permission to conduct a research study at the three selected secondary schools in Oshana Education Region.


Ms Ester-Anna Akawa is hereby authorized to conduct research in the three selected schools. Her research is in the field of Inclusive Education with particular focus on teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners

Kindly assist her in whatever way you can, provided her research activities do not interfere with the normal teaching programme of schools. Prior to the conducting of the research, the principal must be consulted to indicate the most appropriate time for the research

Thanking you in advance for your kind assistance

Yours sincerely


Mrs Dute N Shinyemba
Regional Director



All official correspondence should be addressed to the Chief Regional Officer

APPENDIX E:

Information for the participants

Dear Sir/ Madam

My name is Ester Ana Akawa, a student at Rhodes University. I am carrying out a research with the purpose of obtaining a Master's degree in Education (Inclusive Education). My research focus is to explore and investigate teachers' perceptions of behavioural problems manifested by Grade 11 and 12 learners as a barrier to teaching and learning.

Hereby, I would like to invite you to voluntarily participate in this study. Your participation will include you being interviewed and at some points observed. The interviews and observations will be carried out at the time and place convenient for you. The interviews will be audio taped, with your permission. I will use pseudo-names in the transcripts. The responses will be kept confidential. Further, you may refuse to provide answer to questions you are not comfortable with. You may also withdraw from the study any time you wish to.

Provided you agree to participate in this study, may you please fill in your details on the consent form attached.

Your participation in this study will be highly appreciated.

Regards

Ester-Anna

Cell: 0812495900

ndagaluka@yahoo.com

APPENDIX F: *Participant consent sheet*

Date:

I.....hereby consent to be interviewed and audio-taped by Ester Anna Akawa for her study focusing on teachers' perceptions of behavioural problems manifested by the Grade 11 and 12 learners. I hereby give my consent: that

- I voluntarily choose to participate in this study.
- I may not answer questions I am not comfortable with.
- I can cease my participation any time without any difficulty.
- Pseudo names will be used in the report and transcript.
- My responses will be kept confidential.
- The interview will not hinder the teaching and learning process.

I fully understand the content of the consent form.

Signed.....

APPENDIX G:

Semi-structured interview questions for the participants

1. Teachers' perceptions

- What are your thoughts/views about behavioural problems (manifested by) found among Grade 11 and 12 learners?
- What in your experience are the behavioural problems that teachers have to deal with in their classrooms?
- In your experience, how do behavioural problems interfere with teaching and learners' academic performance (learning)?
- How do you as a teacher identify and diagnose learners with behavioural problems?
- Which behavioural problems do you consider the most challenging and why?
- What in your views do you think are the possible causes of behavioural problems among the Grade 11 and 12 learners?
- What are your thoughts on what the school can do to solve these (behavioural) problems?

2. Dealing with behavioural problems

- How do you deal with learners behavioural problems in your classroom?
- Which teaching strategies do you use to motivate and support learners with behavioural problems, for them to fully participate in both academic and social activities?
- How do you collaborate with the other teachers in responding to /addressing behavioural problems?
- How do you involve parents in preventing, minimizing and addressing learners' behavioural problems?

3. The support systems

- Do you think you need assistance/support in dealing with behavioural problems?
If so, what kind of assistance do you need and from whom?

- In addressing learners' behavioural problems, what type of support do you get from the school management, circuit and regional education office?
- What type of support you as a teacher is able to give to the learners with behavioural problems?