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DEPARTEMENT DE CURRICULA ET
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HUMAINES, SOCIALES ET EDUCATIVES

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L'EDUCATION ET INGENIERIE EDUCATIVE

SCHOOL DISCIPLINE AS A CORRELATE OF VIOLENT BEHAVIOURS IN GOVERNMENT BILINGUAL HIGH SCHOOL ETOUG EBE YAOUNDE

*A Dissertation submitted in partial fulfilment of the requirements for the award
of a
Masters' Degree in Educational Management.*

Option: Educational Administration

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2022/2023

CERTIFICATION

This is to certify that this work titled “School discipline as a correlate of violent behaviours in Government Bilingual High School Etoug Ebe Yaounde in Mfoundi Division” was carried out by Kenneth Nfor (Mat: 18Z3106) of the Department of Curriculum and Evaluation/ Education Management in partial fulfilment of the requirements for the award of the Master’s Degree (M.Ed.) in Educational Administration under my supervision

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APPROVAL PAGE

We hereby certify that this work carried out by Kenneth Nfor (18Z3106), a student in the department of Curriculum and Evaluation/ Educational Management has been modified in accordance with the comments of the jury to our satisfaction. We therefore recommend that this work be bound and copies deposited in the department.

Signatures

Head of Department

President of Jury

Supervisor

Examiner

Date.....2023

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DEDICATION

This work is dedicated to my wife and children.

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LIST OF ACCRONYMS AND ABBREVIATIONS

A/L	Advanced Level
CAPIEMP	Certificat d’Aptitude Pédagogique d’Instituteurs de l’Enseignement Maternel et Primaire
CSESU	Compagnie de securisation des Etablissements scolaires et Universitaires (Unit for the security of Schools and Universities)
DIPES I	Diplôme des Professeur d’Enseignement Secondaires I
DIPES II	Diplôme des Professeur d’Enseignement Secondaires II
DIPET I	Diplôme des Professeur d’Enseignement Technique I
DIPET II	Diplôme des Professeur d’Enseignement Technique II
GBHS	Government Bilingual High School
LB	Lycée Bilingue
PTA	Parent Teachers’ Association
UNESCO	United Nations Education, Scientific and Cultural organization
WHO	World Health Organization

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ABSTRACT

The purpose of students discipline in school is to cultivate right behaviour which will enhance effective learning as well as enable the school as a production unit to attain her set objectives. This study sets out to examine association between guidance school discipline and students violent behaviours in selected secondary schools in Yaounde VI sub-division, case of GBHS Etoug-Ebe Yaounde. With the context of this study, the Psychoanalytic theory and the Person-Centred Theory were used to support our arguments. The main research instruments used in data collection was the questionnaire. The simple random sampling and the purposive sampling techniques were employed to select a sample of 193 teachers for the study during the period of 20th September to the 19th of November 2021. The statistical tool used in data analysis was the spearman rank correlation and the following results were obtained per hypothesis.

In the first hypothesis, the p-value < 0.05 with correlation coefficient of 0.537; indicating that teachers' characteristics influence students' violent behaviours by 53.7 percent. In the second hypothesis the p-value < 0.05 with correlation coefficient of 0.737; indicating that counsellor quality influences students' violent behaviours by 73.7 percent. The third hypothesis has a p-value < 0.05 with correlation coefficient of 0.541; indicating that availability of counseling facilities influences students discipline by 54.1 percent. In the fourth hypothesis the p-value < 0.05 with correlation coefficient of 0.632; indicating that Quality of Counseling Sessions influences students discipline by 63.2 percent. Based on these, we reject the null hypothesis and retain the alternative hypothesis which holds that there is a significant relationship between Quality of Counselling Sessions and students' violent behaviours in the secondary schools.

The acceptance of all alternative hypothesis permits us accept the main research alternative hypothesis which states that school discipline significantly affects students' violent behaviours in the secondary school. Based on the findings of this study, recommendations were made to stakeholders in this domain.

Key words: School discipline, violent behaviours, Secondary School

RESUME

Le but de la discipline des élèves à l'école est de cultiver un comportement juste qui améliorera l'apprentissage efficace et permettra à l'école en tant qu'unité de production d'atteindre les objectifs fixes. Cette étude vise à examiner l'association entre la discipline d'orientation scolaire et les comportements violents des élèves dans des écoles secondaires sélectionnées dans l'arrondissement de Yaoundé VI, cas du LB d' EtougEbe Yaoundé.

Dans le cadre de cette étude, la théorie psychanalytique et la théorie centrée sur personne ont été utilisés pour étayer nos arguments. Le principal instrument de recherche utilisé dans la collecte des données était le questionnaire. L'échantillonnage aléatoire simple et les techniques d'échantillonnage raisonné ont été utilisés pour sélectionner un échantillon de 193 enseignants pour l'étude au cours de la période du 20 septembre au 19 novembre 2021. L'outil statistique utilisé dans l'analyse des données était la corrélation de rang Spearman et les résultats suivants ont été obtenus par hypothèse.

Dans la première hypothèse, la valeur de $p < 0,05$ avec un coefficient de corrélation de 0,537 ; indiquant que les caractéristiques des enseignants influencent les comportements violents des élèves de 53,7 %. Dans la deuxième hypothèse, la valeur de $p < 0,05$ avec un coefficient de corrélation de 0,737 ; indiquant que la qualité du conseiller influence les comportements violents des élèves de 73,7 %. La troisième hypothèse a une valeur de $p < 0,05$ avec un coefficient de corrélation de 0,541 ; indiquant que la disponibilité des services de conseil influence la discipline des étudiants de 54,1 %. Dans la quatrième hypothèse, la valeur de $p < 0,05$ avec un coefficient de corrélation de 0,632 ; indiquant que la qualité des séances de conseil influence la discipline des étudiants de 63,2 %. Sur cette base, nous rejetons l'hypothèse nulle et retenons l'hypothèse alternative selon laquelle il existe une relation significative entre la qualité des séances de conseil et les comportements violents des élèves dans les écoles secondaires.

L'acceptation de toutes les hypothèses alternatives nous permet d'accepter la principale hypothèse alternative de recherche qui stipule que la discipline scolaire affecte de manière significative les comportements violents des élèves au secondaire. Sur la base des conclusions de cette étude, des recommandations ont été faites aux acteurs de ce domaine.

Mots clés : *Discipline scolaire, comportements violents, établissements secondaires*

0. GENERAL INTRODUCTION

According to WHO, 2019, Each year up to 1 billion children experience some form of physical, sexual or psychological violence or neglect. Being a victim of violence in childhood has lifelong impacts on education, health, and well-being.

Preventing and responding to violence in schools can improve educational outcomes in children and help achieve their educational targets.

Having a school management that recognizes the value of preventing violence and that leads, motivates and supports staff to achieve a shared vision is more important than having a lot of time or resources.

In 2019, a student of GBHS Etoug-Ebe died because of the consumption of drugs in an occasion “Chateil” organized by students out of school (Josephine, 2020). Furthermore, on the 14th of January 2020 a student stabbed the Mathematics teacher to death in Lycee Classique Nkolbisson for allegedly confiscating his phone (in Joesphine, 2020). Moreover, similar assault occurred on the 15th of January 2020 at Lycee D’Obala where a student chopped off the finger of another with a matchet for unintentionally smashing the leg as playmates. Curiously, a state administrator on late January 2020 molested a teacher in the classroom of GBHS Ayos for restricting her from storming the classroom and disrupting students during a test.

Several other assaults have taken place in many other schools in Cameroon which may have not been documented but it is realized that victims range from students to teachers, support staff and even public users.

It is in this back drop that we embarked in this research to assess the relationship between school discipline and violent behaviours among students in a selected secondary school, GBHS EtougEbe Yaounde. The significance of the study aims at analyzing school discipline a link to violent behaviours in secondary school students, which calls for educational stake holders to revise instruments of the school code of conduct to ensure quality in student’s management.

This work is divided into four chapters that have been summarized into two parts. Part one is made up of chapter one (that deals with the conceptual, empirical and theoretical background) and chapter two (made up of a comprehensive review of previous literature). Part two comprises chapter three (analyses the material and methods used in the study) and chapter four (presents results obtained, opens up debate and ends up in recommendations).

0.1 Context and justifications

It is reported by different kinds of media – radio, television and newspapers that hostility and aggression are perhaps the most common forms of interaction between people in today's society. Reports of assault, random aggression, gun fights, violent threats and other forms of attacks are continually in the headlines. It appears as if one lives in a world that is increasingly violent and out of control. Unfortunately, adolescents are not immune to this aggressive behaviour, either as perpetrators or victims because they may live in violent communities for most of their lives. Adolescents, who grow up in a climate of widespread political and social conflict, are of great concern to educators. This continual exposure may de-sensitize adolescents and encourage them to accept aggressive acts as a normal mode of conflict resolution. On the other hand, they may be emotionally damaged by the experiences of violence, repeated harassment or the witness of the death or brutal treatment of relatives. Little is known about 'delayed effects', that is emotional disturbances that appear after a long period, but they appear to be very damaging. Through the media, one learns of an adolescent who commits some horrifically violent act. Another adolescent, for no apparent reasons or critical incident, seemingly erupts and seriously injures or kills someone. Educators who are confronted by angry, defiant teenagers wonder about contributing factors. Homes are no longer isolated from the effect of hostility and aggression. Very often family life is disrupted by an angry and difficult child. Much is said about the effect of the family upon the adolescent, but the impact of poor relationships is reciprocal. Communities, schools, neighborhood and cities are severely affected by this aggression.

It is clear that this is a worldwide social issue. The involvement of youth in violent activities is prevalent in almost every American community. Violent crime among youth rose at an alarming rate with juvenile arrests for Violent Crime Index offences such as murder, forcible rape, robbery or aggravated assault escalating more than 150,000 in 1994 (Carney, 2000). South Africa, like other countries, is also affected and frustrated by this issue. In a recent study conducted in four schools in the Johannesburg area (Fineran, Bennet & Sacco, 2001), 36 percent of male learners reported that they had kicked, punched, or beaten another learner in the previous year. Another study conducted in the Kwazulu Natal Midlands (Govender & Killian, 2001) revealed that 73 percent of learners reported that they had witnessed violence at school in the previous 12 months with 10 percent reporting that they had been part of a group that had killed a person, and 4 percent indicating that they had killed a person without being part of a group. A similar study conducted by Collings and Magojo (2003) in

Durban, Kwazulu Natal, shows 78.8 percent of high school males had a history of violent behaviour, with 8.2 percent reporting that they had killed a person.

Aggressive behaviour that learners exhibit in secondary schools is a concern for everyone. Most learners are involved directly or indirectly in this situation. This experience does not only affect learners but also education personnel, teachers, parents, school governing bodies, students' representative councils and the community at large. This behavior frequently interrupts the smooth running of the school and leads to a school climate not conducive to learning and teaching. It places everybody's life at risk and makes the culture of learning and teaching very difficult. It appears that learners' aggressive behaviour stems from different factors. It can be traced to learners' family backgrounds, community, school and value systems. If the learner is unstable due to the above factors, he/she may suddenly display deviant behaviour, tend to be emotionally disturbed and exhibits destructive tendencies.

Theories of aggression suggest that aggression is acquired through a process of trial and error, instructing, and observation of models. The aggressive behaviour is affected by reinforcement, the past experiences of the person, the social environment or social milieu, and one's personality (Felson & Tedeschi, 1993).

It is clear that frequent exposure to aggressive people may involve any individual in aggressive episodes, and the presence of aggressive models increases the likelihood of imitation. Aspects of personality, such as impulsiveness, hostility and fearfulness, may act as moderators of aggressive behaviour (Felson & Tedeschi, 1993). The highest rates of aggressive behaviour are found in environments where aggressive models abound and where aggressiveness is regarded as a highly valued attribute (Bandura, 1973).

Guidance and counselling as a movement was started in America at the beginning of the 20th Century as a reaction to the change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in the discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline.

School guidance and counselling programs have therefore been introduced to assist students to overcome the challenges they experience at home and school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions

to the indiscipline in secondary schools caused by their children. UNESCO (2002) adds that “African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people”. Rapid sociological changes emanating from modernisation and urbanisation stress students.

Guidance and counselling in educational systems in Africa is a relatively new concept. According to Makinde (1984), modern forms of guidance and counselling in Africa date back to 1959 in Nigeria. Catholic Sisters at St. Theresa College, Ibadan, began organizing formal career guidance services for upper students, a few days before the school certificate examination. During these activities, emphasis was laid on vocational information, awareness about the world of work, location of employment and reduction of examination anxiety. Gradually, guidance and counselling took shape and became an integrated part of the school system. This practice improved and crossed borders to other countries in Africa.

In the early 1900s, an influx of various types of students in public schools occurred as a result of the industrial revolution, initiating the development of the school guidance movement. At this time, the purpose of the guidance counsellor was to avoid problem behaviours, relate vocational interests to curriculum subjects and develop character. Guidance and counselling services are essential elements in the discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counselling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of the common purpose. The role of guidance and counselling in the administration and management of student discipline in Cameroon has been recognized by various government policy documents since independence.

Bhatnagar and Gupta (1999) define guidance as a process of helping the individual find solutions to his/her problems and accept them as his own. Ipaye (1983) stated that guidance is a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs of students and thereby helping the individual to develop his or her maximum potential. Counselling, on the other hand, is a subset of the general term we call guidance services. The need to offer guidance and counselling services to secondary school students is clear. The high school years is a period of academic, social, personal, emotional and intellectual growth for most adolescents. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their academic achievement can be improved and their overall development can be enhanced. On top of this, the increasing complexities in the society, industrial and technological development,

changes of the nation's educational system and increasing number of students necessitated the provision of effective guidance and counselling service more than any other time. Thus, supporting adolescents in all aspects of their development is very critical to their success. School systems must be ready, willing and able to deal with challenges that adolescents face in going through the transitions (Haregewoin & Yusuf, 1994; Oladele, 1987).

Guidance and Counselling is a professional field that has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. The adjustment refers to a process in which an individual find and adopt modes of behaviour suitable to or the changes in the environment. School guidance and counselling programmes have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and school. Virtually, all countries have established channels to intensify and improve guidance and counselling services in their respective learning institutions in an attempt to address tenets of students' behaviours. The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide personnel.

Career decision making is a process of finding the best possible match of a person with a particular kind of work. Dada (2005) asserts that many youths do not know what to do when they plan to take decisions on occupational choices; these eventually lead many to take on wrong jobs. Also, many graduates presently do uninteresting jobs, which they got into due to a lack of career decision-making. Ike (1997) further opined that a lot of students do not know what to do with their lives and where they're going after school. Therefore, to assist such students to develop their potentials, the school guidance and counselling programme must be effective to guide them regarding the requirement of specific occupations; the services of the guidance and counsellors are highly required as their efforts assist in placing talents where it is most needed.

Guidance is universal and the basic principles of the philosophy of guidance are common to all countries including Cameroon but with a slight modification to suit the locally accepted beliefs and the specific guidance services offered. The eight principles of the philosophy of guidance are: The dignity of the individual is supreme, each individual is unique. He or she is different from every other individual, the primary concern of guidance is the individual in his social setting. The main aim being to help him to become a wholesome person and to gain the fullest satisfaction in life, The attitudes and personal perceptions of the individual are the bases on which he acts, The individual generally acts to enhance his perceived self. The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction, and make him consistent with the social environment. The individual needs a continuous guidance process from early

childhood through adulthood, each individual may, at times, need the information and personalized assistance best given by competent professional personnel.

Counselling either as a concept, practice or a profession has a problem of not having a clearly understood meaning not only to average Cameroonians but also to those other professions including the closest colleagues of the counsellor- teachers and educational administrators. In a developing African country like Cameroon, guidance and counselling services are said to be recent, at least on a relative standard with nations like America and Canada. This probably accounts for why professional counselling is still seen as irrelevant in a society where the young is born and grows up relying on elders or 'seniors' for all advice he needs for education, socialization and adjustment in his development. Counselling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed and under tension and unless solved his development is hampered or stunted. Counselling, therefore, is a more specialized service requiring training in personality development and handling exceptional groups of individuals.

According to Willey and Andrew (2011), Counselling involves two individuals one seeking help and the other a professionally trained person who helps to solve problems, orient and direct him/her towards a goal which leads to his/her maximum development and growth. Counselling services are therefore required for individuals having developmental problems because of the handicap they suffer in any emotional area either because of hereditary factors or environmental conditions. Counselling is an integral part of an overall program of guidance.

Guidance and counselling is described as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding (Kolo, 2001). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of him and how he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Corey (1988) regards counselling as a process that occurs in one to one relationship between an individual troubled by problems with which he cannot cope and a professional worker whose training and experiences have qualified him to help others solve personal needs.

Okoye (1990) viewed counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up,

educationally, vocationally and socio personally. (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that is to be learnt both in and outside the School.

The layout of our study will start with chapter one which is aimed at providing the introduction to the research topic. The chapter begins with the background of the study, the statement of our problem followed by the research question, objectives, and significance of the study. Chapter two will be made up of the theoretical framework, the conceptual issues, review of related theories, and empirical literature. Then there will be chapter three which will be on research method, areas, and scope of the study, methods of data collection, method of data analysis, and the limitations of the different methods. There will also be chapter four which is made up of data presentation, discussion of results, summary of findings, conclusion, and recommendations. This chapter consists of the different backgrounds, statement of the problem, the objective of the study, research questions, hypothesis, and rationale, significance of the study, the scope of the study, delimitation and operational definitions.

0.2 The Research Problem

Formal education is one of the crucial factors which determine change and development in human societies. In order to initiate change and subsequent development, most governments of countries all over the world have ultimately invested in education so as to obtain the required man power needed in developmental processes in their countries. This by implication means that education is a product of society and society at the same time is a product of education. In spite of the leading role played by formal education in human societies, in instilling moral ethics and good behaviour patterns in students we still observed that violent behaviours have become very much alarming. This has culminated into scenes of bloodshed and death of both students and teachers even on school campuses. Some students now feel free to come to school with dangerous weapons which they use to vandalise their mates and their teachers. This alone has rendered the school environment unsecured for effective teaching and learning to take place. School insecurity further creates educational inefficiency in the sense that many students would not learn appropriately; there by creating wastage of salient resources. This wastage experienced by the system reveals that the objectives of secondary education will not be. Fonkeng (2010), posits that *“efficiency as applied to educational achievement combines both qualitative and quantitative variables and relates inputs to outputs. An efficient educational system should enable students graduate within the time frame prescribed. If students spend more time than is required there is wastage”*. If a student repeats a class once, he/she will spend one more year in addition to the number of years

he/she is supposed to spend in school, and this is an additional cost to the government. The aforementioned situation implies that the Secondary School system is experiencing violence which could be attributed to lapses in school discipline procedures.

This malaise ties with the Education for All Monitoring Report (2005) which stresses that: *the general quality of education is poor and needed to be improved*. This report further identifies quality education as a fundamental prerequisite for achieving the goals of equity. The Dakar Framework for Action (2000) further declares that quality is at the heart of education. For educational quality and equity to be achieved, discipline has to be established and maintained both at individual and group level. Within the context of this work, discipline has been seen in terms of; the school environment, teacher-student relationship, school counsellor effectiveness, teachers characteristics and students factors. It is against the aforementioned backdrops that we intend to examine how discipline affects students' violent behaviours in GBHS Etoug Ebe.

0.3 Research Questions

0.3.1 Main Research Question

- To what extent does school discipline determine students' violent behaviours among students in GBHS Etoug Ebe?

0.3.2 Specific Questions

- What relationship exists between teacher characteristics and students' violent behaviours?
- In what ways does counsellor effectiveness affect students' violent behaviours in GBHS Etoug Ebe ?
- How can students' characteristics influence violent behaviours in GBHS Etoug Ebe ?
- What relationship exists between collaboration between parents and school administration and students violent behaviours in GBHS Etoug Ebe?

0.4 Research Hypotheses

0.4.1 Main Hypothesis

Ha: School discipline determine violent behaviours among students in GBHS Etoug Ebe.

Ho: School discipline does not determine violent behaviours among students in GBHS Etoug Ebe.

0.4.2 Specific Hypotheses

- ✓ **Ha1:** Teacher characteristics significantly affects students' violent behaviours in GBHS Etoug Ebe.
- ✓ **Ha2:** Counsellor effectiveness affects students' violent behaviours in GBHS Etoug Ebe.
- ✓ **Ha3:** Students' characteristics determines students' violent behaviours in GBHS Etoug Ebe.
- ✓ **Ha4:** Parents-school collaboration affects students' violent behaviours in GBHS Etoug Ebe.

0.5 Research Objectives

0.5.1 Main Research Objective

- To assess the relationship between school discipline and violent behaviours among students in GBHS Etoug Ebe.

0.5.2 Specific Objectives

- To study the link between Teacher characteristics and students' violent behaviours in GBHS Etoug Ebe.
- To analyse the relationship between Counsellor effectiveness and influences on students' violent behaviours in GBHS Etoug Ebe.
- To assess the impact of Students' characteristics that affects students' violent behaviours in GBHS Etoug Ebe.
- To investigate the links between Parents-school collaboration and students violent behaviours in GBHS Etoug Ebe.

0.6 Significance of the study

This study aims at analysing School Discipline ascertaining a link to Violent Behaviours in Government Bilingual Secondary School Etoug Ebe. This study would be important to the following:

0.6.1 To The Government

This study will be very important to the government as it will enable the government to together with other stake holder have a comparative view on educational inputs with a focus on human resources in public and private secondary schools. This would also influence decision

making which could lead to maximization of scarce resources and prevalence of peaceful and safe environments in school. It would also lead to a better planning and re-allocation of human resource in the country as a whole. This study could enable planners and policy makers to better define the conditions surrounding discipline and violence. The results of this study could enable education stake holders to develop possible motivation techniques to increase teachers' access and participation in professional development programs. Summarily, the stake holders could mobilise resources to ensure quality in students' management in the secondary school.

0.6.2 To the teachers

The teachers are the salient elements in the educational system. Based on this Harris (1961) in Fonkeng and Tamajong (2005) outlines that *“too frequently, the classroom teacher and the school principal are overlooked as essential members of the diagnostic team which may include: counsellor, psychometricist, psychologist, remedial specialist, social worker and medical practitioner”*. The results of this study would enable the teacher to carry out a thorough educational diagnosis on the various existing problems found in the government school system and provide possible solutions. This study would enable the teacher to personally seek to acquire knowledge on those aspects that can enhance educational quality in the secondary school system. Teachers could not only develop intrinsic motivation towards their job; but they have to first of all be disciplined for this is the clue to qualitative and quantitative productivity in every educational enterprise. This study could stimulate teachers' assiduity and discipline in the teaching-learning process. This has to do with important issues such as teachers' enthusiasm, teachers' punctuality and effective presence and teachers' attitudes towards his job, his colleagues and students. By virtue of this study, school principals could become committed in a consistent manner in the exercise of their tasks as far as school discipline is concerned. The principal is always considered as the first among equals. So, if he is seriously disciplined, teachers may likely copy his example. And this will be an example of good leadership.

0.6.3 To students

Discipline is the nucleus for effective teaching and learning. It imperatively needs the collaboration of students. The results of this study will enable the students to collaborate with their teachers and school administration so as to optimise students output in the secondary school. This study will help students to gain and economise time and energy in the schooling processes.

0.6.4 To the school Administration

This study would enable the secondary school administration to take student management seriously. Principals of schools would make sure that there is effective classroom management, they will reinforce the implementation of school policy in maintaining discipline for both teachers and students. School administration will see the need to include other stake holders in implementing school rules and regulation appropriately.

0.6.5 Theoretical Significance

Amin (2005) defines a theory as “*a generalisation or series of generalisations by which researchers attempt to explain, describe, understand and even predict some phenomena in a systematic way*”. A theory can also be seen as a set of interrelated concepts, definitions, and propositions that explains or predicts events or situations by specifying relations among variables. In the context of this work, many theories have been used. Some of them are the scientific management theory, the equity theory, the systems theory and the managerial efficiency theory. Theories are significant in various ways as far as this research project is concerned.

Theory is significant in that it dictates the data to be collected. The data to be collected in this study will help us to test or develop theory. Theory is also important in the discovery and creation of new knowledge. Theory is needed to focus on the research problem so that the objectives of the research are not put out of focus. Theory will be used in the discussion and interpretation of research findings. They are used in describing, explaining understanding and predicting phenomena. This will further facilitate the creation and discovery of new knowledge. The theories used in this study will enable us to carry out an evaluation on the research project during and after the research. During the research, theory is used to gauge if the research processes are congruent to the set objectives. From here researchers would make valuable adjustments. At the end of the research theory will be used to determine if the research process was a success or a failure.

Conclusively, research is an ever continuous process which aims at striving to get more knowledge. “*Theory and research interact through a never-ending alternation of deduction and induction*” (Amin, 2005). To make this systematic and focused, we need a theory or theories as fundamental guidelines in every research process. It is the link between research and theory that acts as a fundamental basis for discovery and creation of new knowledge.

0.6.6 Thematic significance

This study aims at assessing School Discipline as a correlate of Violent Behaviours in Government Bilingual High School Etoug Ebe. The theme is significant in that it enables us to examine the link between School Discipline and Violent Behaviours at the level of secondary education in Cameroon.

The topic further enables us to see the educational system as a huge enterprise in which input and output processes are continuously in operation and this should happen in a disciplined and calm environment. Here the discipline is seen as the salient element in enhancing institutional effectiveness at all levels. Thus it could be termed the central factor in determining educational output generally. The theme also leads us to the concept of school violence which educational stakeholders have been struggling to put under control. Violence significantly destroys the heart of every production unit and that of the school is not exempted.

Finally studying the two salient concepts of school discipline and violent behaviours directly tilts us to the concept of peace education which itself is highly linked to the main concept of quality education, which is very vital in every educational system. It looks at how discipline can be used to curb students violence in schools, and the notion of quality in education further directs us to assess the processes of inputs and outputs in the educational system. Students significantly constitute one of the most fundamental aspects of educational inputs and as such their behaviours could make or mar the educational process if care is not taken.

0.7 Delimitation of study

0.7.1 Geographical delimitation

This study is carried out in Yaounde. The city of Yaounde central is situated in the heart of Cameroon in the south between latitude $3^{\circ} 47'$ and $3^{\circ} 56'$ in the north and longitude $11^{\circ}10'$ and $14^{\circ}45'$ east of the capital after Douala. It is boarded by the West, Littoral, East and the South regions of Cameroon. Yaounde is by its population the second largest town of the country and having many educational institutions. It is also endowed with many large schools which fall within the Cameroon English and the French subsystems of education. Also it has many bilingual secondary schools that are operated with the intension of providing education to young Cameroonians both from French and English cultural backgrounds. The main objective here is to ensure proper integration of citizens in the society. Yaounde is the political capital of Cameroon.

The educational system in this region is the legacy of the French and British colonial rule which was introduced several decades ago. As far as secondary education is concerned, this region has the largest population of secondary school students attending school each year. Educational organization and control in this region is done by the regional delegation of secondary education under the tutelage control of the ministry of secondary education. Education is largely provided firstly by the government and secondly by the private sector (both lay and confessional). It is therefore within the precincts of this region that our study will be carried out. The main economic activity in this region is predominantly agriculture. However there are several social and economic factors that influence the demand of education in this area.

0.7.2 Thematic delimitation

The theme of this present study is School Discipline as a Correlate of Violent Behaviours In Government Bilingual High School Etoug Ebe. Here, the main variables of study are School Discipline and students Violent Behaviours. Within the context of this study school discipline will comprise salient variables such as Teacher-student relationship, Counsellor Effectiveness, School environment and Parents-school collaboration

0.8 Definition of key concepts

0.8.1 Education

Etymologically, education originated from two latin words “*educare*” and “*educere*”. Tambo (2003) states that “*those who believe that education comes from educare see it as the rearing or bring up of children through character training and discipline so that they live up to some standards set by the society*” On the other hand,” *those who belief that education comes from educere therefore see it as involving the provision of conditions that will help the child’s nature unfold; conditions that will help bring out the best in the child*”. Durkheim (1911) In Tsafack, (2001) defines education as “*l’action exercée volontairement par un adulte sur un jeune ou par une génération adulte sur une génération jeune en vue du développement physique, intellectuel et moral et de l’intégration dans la société*”. Also “*education can be considered as a guided recapitulation of the process of inquiry which gives rise to the fruitful bodies of organized knowledge comprising the established discipline*”. Tafah (1996) sees education in its broadest term is “*a continuous process of learning stretching from the birth of an individual till his death*”. For Cohn (1979:2) Education is the “*process of training and developing the knowledge, skill and mind and character especially by normal schooling*”. Furthermore, Mbua (2002) defines education as

the process by which every society attempts to preserve and upgrade the accumulated knowledge, skill and attitudes in the cultural setting and heritage in order to foster continuously the well-being of mankind and guarantee its survival against the unpredictable, at times hostile and destructive elements and force of man and nature. The first two definitions are relevant to this study because they lay emphasizes on training and development of the human mind. The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something.

0.8.2 Discipline

Bushel (1973), sees discipline as *“a set of procedures designed to eliminate behaviours that compete with effective learning”*. Onions (1983) defines discipline as a process of bringing learners behaviours under control so as to ease the education and training process, and Martin (2001), sees discipline as any instruction that encourages order and obedient behaviour in learners. According to Arend et al. (2009), discipline is defined as orderly and obedient behaviour. (Hawkins, 1998). Ability to behave and act acceptably as required by the regulation. Discipline is *“the act of reprimanding children who are off task and brining their behaviour back to alignment with expectations”* (Graims, Carr and Fitch, 1970) point out that *“by discipline one means the teacher is exercising his authority to produce a classroom atmosphere in which learning may continue, either on the part of an individual or on the part of the group”*.

0.8.3 School violence

- **Educational inputs**

Tafah (1996) says education inputs are both human and materials resources. They can be classified into school and non-school inputs. School inputs include: teachers; who constitute a crucial factor in education production function; Material inputs which include classrooms, teaching aids and equipment in terms of quantity and quality; Average teacher salary and teaching experience and students which include the raw materials. Non-school inputs include factors outside the school itself that influence students’ performance such as peer influence and parental socio-economic level. Mbua (2002) mentions that *“educational inputs are the labour, students, financial and material process used in the education process”*. Tsang (1988) in Adeyem (2008) supported this view and regarded inputs to education as the various ingredients used in producing outputs. He remarked that the output of education consists of educational effects such as cognitive and non-cognitive skills that are learned by students. The definition of educational inputs by Mbua

(2002) fits the context of this study. For him educational inputs comprise school inputs which are the labour, students and materials. In this thesis, we shall be limited to human and material inputs.

0.9 Presentation of Work

This work is made up of two parts. The first (conceptual, empirical and theoretical background) comprises two chapters; chapter one which deals with students indiscipline behaviours and chapter two which deals with the review of literature. Part two is made up of two chapters; the research methodology and presentation of results. Each chapter starts with an introduction and ends with a brief summary. This part of the work gives us an insight of what we have realized from the formulated research question laid down from the objectives and the research problem that the researcher wants to solve with the help of this research.

PART ONE:
CONCEPTUAL, EMPIRICAL AND THEORETICAL
BACKGROUND.

CHAPTER ONE

STUDENTS INDISCIPLINE BEHAVIOURS

1.1 Introduction

Arend et al. (2009), asserts that discipline is “*the act of reprimanding children who are off task and brining their behaviour back to alignment with expectations*” Onions (1983) defines discipline as a process of bringing learners behaviours under control so as to ease the education and training process, and Martin (2001), sees discipline as any instruction that encourages order and obedient behaviour in learners.

Graims, Carr and Fitch (1970) point out that “*by discipline one means the teacher is exercising his authority to produce a classroom atmosphere in which learning may continue, either on the part of an individual or on the part of the group*”. Bushel (1973), sees discipline as “*a set of procedures designed to eliminate behaviours that compete with effective learning*”. However this definition is limited because effective school discipline is not only ensured by the teachers, but could be carried out collaboratively by all actors in the education industry. From the various definitions, we can define school discipline as an act in which the teachers and counsellors together with school governing bodies uses various techniques and strategies to bring students’ aversive behaviours under control in order to enable the school system attain its objectives. In the secondary school setting, there are children from various socio-cultural backgrounds possessing different temperaments. In the light of developmental psychology, deviant behaviours in children are registered during the period of youthfulness; and this is when they are found in the secondary school.

Deviant behaviours in students are in most cases very contagious through peer influence. Disruptive behaviours in school can be manifested in the form of lateness, unjustified absenteeism from school, noise making in classrooms, student strikes, sexuality and pregnancy fighting peers and teachers and so on. All these would result in poor teaching learning condition, thereby reducing students output qualitatively and quantitatively in the educational systems. It is therefore necessary for the teacher to adopt strict discipline measures to ensure proper behaviour control in order to optimize students’ learning. There are many ways through which teachers can maintain discipline in the school setting. The school principal as the administrator as a supervisory head has to initiate activities and also stimulate teachers’ responsibilities in this regard. The teacher is the life wire of the school system (Nji, 2012); that school processes are initiated and directed by the teacher to enable the school attain its objectives. As a teacher, he has the responsibility of maintaining classroom discipline through effective classroom management in order to improve on the quality of the learning environment.

1.2 The Establishment of Rules and Regulations

Farrant (1980) underlines that: “*Harmony in the classroom is dependent upon the keeping of rules and good relations by the members of the class. Any break in the personal relationship or in the observance of rules leads to disorder*”. For every social institution to succeed there must be plausible binding rules and regulations to ensure its smooth functioning. Arends et al. (2001), argue that Teachers and school counselors need to think through rules and procedures before students ever set foot in the classroom. Rules are principles governing action and in classrooms they function as fundamental guidelines for students’ behaviours. Procedures or routines are the means for carrying out everyday task in the classroom.

These authors are affirming the fact that the teacher is the initiator of the disciplinary process as far as the classroom is concerned. The teacher should be responsible for calm or disruptive classroom atmosphere. This however seems not to be the case in our school system in which most class teachers do not have time to make rules and regulations with their students. In most cases students insult and even fight with teachers. This has led to many dropout cases through dismissal which reduces the effectiveness and efficiency of the school system. A classroom without rules and regulations would be a ship without a road-map, in this case it can shipwreck at any time. For Grambs et al (1970), the kind of discipline techniques that a teacher can successfully use depends in large measure upon his own personality resources, his general attitudes towards others and his ideal of a classroom. Within such limits as one’s own personality imposes, there are some general principles for good discipline that can be applied.

It is certain that the counselors’ personality and attitude towards learners is very important as far as classroom discipline is concerned. Some teachers may not have a strong personality so much that he is taken for granted by his students. This means that every teacher must have or possess some degree of authority which will enable him or her enforce the various classroom rules and regulations. A teacher without the required authority will certainly suffer from classroom disorder since there will be no constraint to cause students align to classroom principles the teacher did not develop.

Tambo (2003) opines that: some teachers may have attitudes or feelings towards students that are detrimental to their teaching effectiveness. Strong likes and dislikes of certain students, biases against particular ethnic groups, low expectation for female or disadvantaged students all can reduce teachers’ effectiveness attitudes towards various students.

This can lead to preferential treatment which will cause problems among students. The secondary education system in our country is such that teachers have sexual relationship with students without being remorseful. When this happens, the teachers concerned give preferential treatment

to the students involved either in reprimanding, marking and so on. This causes the teacher to lack respect from other students and renders him unable to ensure total classroom discipline. Grambs et al. (1970) indicate that: the education stakeholders have two major tasks in dealing with classroom behaviour. First they need skills in handling the normal misbehaviour situation with tact, understanding and diplomacy. Secondly, he needs insight into abnormal misbehaviour, with an understanding of what the school can do and when other aid can be required. The action in handling normal and abnormal misbehaviour is usually termed discipline.

By implication, the counsellor in order to maintain proper discipline is supposed to be trained on how to manage people. Those who are not trained may certainly face problems of maintaining order in their schools through discipline, even though; trained teachers at times show little interest in maintaining discipline in class.

1.3 Punishment and Rewards

Tambo (2003) buttresses that “*punishment occurs when a pupil behaves in some way and the teacher responds to that behaviour by an action (stimulus) that the pupil considers as undesirable or aversive*”. Punishment can be seen as a situation in which teachers inflict either psychological or physical pains on students in order to ensure proper control of student unwanted behaviours. Farrant (1980) illustrates that ‘punishment can take many forms. Corporal punishment is forbidden in schools in many countries, but administered properly, can be very effective and avoid the harmful effects of some other forms of punishment such as sarcasm and antagonising attitude. Non-physical punishments such as verbal rebukes, giving a child extra duties in and around the school, making them repair damages they have caused or withholding of privileges can also be used.

Tambo (2003) buttresses that “*punishment occurs when a pupil behaves in some way and the teacher responds to that behaviour by an action (stimulus) that the pupil considers as undesirable or aversive*”. According to the 1998 law on Education in Cameroon corporal punishment especially through caning and spanking is prohibited. Meaning that any crime related to corporal punishment in schools is punishable by the Cameroon law. However, enough measures have not been taken to ensure the proper enforcement of this law; as many school principals, discipline masters and teachers still parade the school corridors with canes to threaten and beat those who are disturbing. Nevertheless, school counsellors need to discourage teachers from using corporal punishment to enhance students discipline because it instils fear in learners; thus making them to learn out of fear. In the secondary, corporal punishment can also be seen through serious manual work given to students to do even when classes are going on. In some schools, recalcitrant

students do not write all test papers because of punishment through manual work. This militates against the output of the school system in that those who are out for manual work do not participate in the teaching and learning process. As such, his learning capacity will drop and he/she would likely not perform well and this indicates shortcomings in educational quality.

Farrant (1980), points out that many teachers do not use punishment appropriately and that is why its effects are in most cases are not desired. Farrant (1980), opines that; it is important that teachers should be able to control their class firmly because an uncontrolled class can be like a runaway lorry and cause havoc and misery to a great number of people. Without authority, teachers are unlikely to be able to control a class [...] punishment should aim at stopping and correcting bad practices...; and should not be used as a form of revenge. The control can only be firm if strict collaboration exist between the teachers and the school counsellors.

This entails that teachers have to possess characteristics that will tailor students discipline such as maintaining teacher dignity and authority. For this reason, Grambs et al. (1970), points out that *“several variables must be taken into account. First, we must consider the problem of teacher responsibility and teacher reaction to the activities and behaviours of immature students”*. Some students are already used to corporal punishment which does not mean anything to them. So it is in the place of the counsellor to decipher which discipline measure is appropriate with respect to specific students.

Bushels (1973), discourage the use of punishment in the school setting when he mentions that *“punishment is likely to be sloppy in its effect [...]. The results is sometimes anxiety. It also reduces the amount of behaviour the child will exhibit”*. In the same light Wilkins (1975) stresses that school discipline is more than shouting, abusing, caring and expelling; and that many schools have abolished caning and yet maintain a high standard of conduct. The threat of caning can be a deterrent but actual caning is usually less effective than expected. Tambo (2003) notes that punishment can promote motivation and good behaviour in cases where the results have been quite undesirable because it produces serious side-effects such as fear, dislikes, hatred and desire for revenge in those who are punished.

The use of some harsh forms of punishment (kicking, hitting, beating, spanking and verbal assaults) as it is still practiced by some Cameroon primary and secondary schools are forbidden by the law. It is a shameful sight to when one gets into some schools and sees teachers and administrators parading the corridors and the school grounds armed with cane in hand and uttering and uttering a barrage of harsh words and threats against students.

(Tanyi, 2008)

The use of corporal punishment on students seem not to be the best form of discipline because it makes students learn out of fear. When students learn out of fear and hatred of teachers, dislike of subjects, they would likely develop little interest in schooling. This would certainly lead to students dropping out of the school system and others repeating because of poor academic performances. As a matter of fact, the teacher thus needs to look for different measures, techniques and strategies to ensure student's discipline apart from the use of punishment. This would likely improve the quality of the teaching-learning environment in school.

1.4 Discipline Problems

1.4.1 Teacher/Counsellor –Caused Discipline Problem

In some cases, indiscipline in students can be caused by teachers themselves. Grambs (1970) points out that *“there are discipline problems that arise from the inadequacies in the teacher, from his own intolerance or lack of insight into youth, will respond only to critical self-analysis. Inadequacies in the teacher may be sub-divided into lack of social skills and lack of teaching skills”*. Most Teachers/Counsellors in our private school system have not been trained while those in the public sector hardly attend capacity building programs to ensure their professional growth. This could lead to a lot of inadequacies in the exercise of their duties which can intern cause indiscipline in students. Some Teachers/Counsellors may lack enough authority to maintain a calm classroom suitable for teaching and learning. This can be very common with female teachers who teach in the senior secondary.

The majority of the teachers do lack pedagogical skills. In most cases, a handful of them seem not to be devoted to their job. Lack of professional consciousness and punctuality can cause students to copy wrong examples. A Teacher/Counsellor teacher is a model to students. When he exhibits lateness and not assiduous attitudes for instance students would likely imitate him. When this happens, it will be termed indiscipline on the part of the students. This is based on fact that students can learn through observation and imitation of the role model (Bandura, 1977). In the same light, Tanyi (2008) explains that *“we learn through imitation in a situation where there are more or less reproduce the observed behavioural features of other members”*. This means that the level of students' discipline can be determined by teachers' behaviours. A disciplined teacher would certainly have a discipline classroom and vice versa.

Pedagogically, the teacher can avoid indiscipline behaviours by arousing firstly student interest and readiness and learning objectives for the lesson before presenting materials to be learnt. This is because:

What interest a pupil will motivate him or her, what does not interest a pupil will not motivate him or her. If pupils perceive a subject, topic or lesson as having a particular value for them, they will be more disposed to study it. On the contrary, if they find that the subject does not relate to their personal interest, they may respond negatively or apathetically (Tambo, 2003).

This implies that teachers who always endeavour to link learning tasks to students' interest would likely have focused and disciplined students.

When Teachers/Counsellors present materials in a systematic and clear manner, students will hardly disturb because the lesson is well understood. Here, most new and un-trained teachers will face serious problems controlling students' behaviours. Because of this Grambs (1970) notes that "*one of the greatest concerns of beginning teachers is that of establishing and maintaining order in the classroom [...] His ability to deal effectively with discipline problems may be confused by the conflicting suggestions of his fellow teachers*". It is obvious that old and experienced teachers would be able to control students' disruptive behaviours than new ones.

In order to maintain discipline, Dunkin (1987), calls for quality instruction which is providing specifications of learning objectives and learning procedures to students, optional sequencing of learning activities, clarity of teacher language, and appropriate accommodation of special needs and characteristics of the learners. Finally, Chandler et al. (1977) ponder that "*a school is as good as its teachers*". This means that discipline teachers produce discipline students while indiscipline teachers produce indiscipline students. A teacher therefore should be authoritative in the classroom. Being an authority and in authority is when he/she knows his/her subject matter and how to present it, thus functioning as a leader and creating good discipline in his/her students. Being an authority however is when the teacher is able to keep his/her class under control (Salla, 2004 In Anja, 2006).

1.4.2 Principal-Caused Discipline Problems

The principal of the school is the highest personality of the school who directs and manages the available resources in order to enable the school as an enterprise achieve its objective as supposed. He is the leader who assures the qualitative and quantitative output of the school system. Fonkeng & Tamajong (2009), define leadership as "*the ability of a manager to influence subordinates to voluntarily make efforts towards achieving organizational goals or objectives*". In order for this to be possible, this has to use a lot of authority which is the ability of getting things done through people. The principal could be held accountable for the success and failure of the school system.

The principal is supposed to be a role model to be copied by other teachers. If he does not enforce rules related to teachers' punctuality and assiduity most teachers would not take their job seriously. If he is unable to fully coordinate teachers to meet school objectives; it means that he has failed in his mission. This would likely reduce educational quality as program coverage will not be effective, thereby leading to poor students' academic output in official examinations. By implication when teachers are indisciplined in the execution of their duties, students would certainly imitate them and vice versa. This would reduce the educational efficiency of the school system. This will lead to a lot of wastage of human, material and financial resources. It appears there are also a number of ghost teachers who have abandoned their teaching job to other countries to get blue-collar jobs and most principals are accomplices to this as they keep on giving them coverage. Above all, Wilkins (1975) opines that *"The school head must ensure that his staff is punctual, efficient in performing all duties assigned, and maintain the respect which the profession should command from pupils and public"*.

1.4.3 Institutional Caused Discipline Problems.

Grambs (1970), illustrates that *"we may find discipline situations arising from the nature of the institution."* » It is very obvious that school compounds which are not surrounded with gates would likely cause indiscipline as many students would find it easy to escape out of school at will. Another factor which is fundamental in causing indiscipline in schools is the teacher, pupil ratio. In Cameroon, the number of students in one classroom is not supposed to exceed sixty. This figure seems higher to a single teacher to manage. That notwithstanding, each classroom harbours more than one hundred students almost everywhere. This makes the task of classroom management difficult not leaving out students' behaviours. When the classrooms are too congested, it becomes difficult for the teacher and students to meet the set objective, thus making the school system to function on a negative balance sheet in terms of resource investments and output accountability.

1.4.4 Students Cause Discipline Problems

In the secondary school system, students constitute the highest population to be managed by few teachers. At the same time, many of them are frequently involved in crimes such as truancy, drug consumption and abuse, fighting, stealing and so on. Grambs et al. (1970) noticed that; from time to time any student can rebel against alien subject matters, enforced inactivity, involuntary attendance and tasks that are beyond his capacity.... Sometimes, reactions to ordinary demands of the school are surprisingly violent, individuals seem unable to adjust even for short periods, to school expectation.

Students' behaviour is however a concern to every teacher. In the classroom setting there may exist provocative personality relations among members in which some students will act like dynamites in combination with particular ones while others can agitate and disrupt the whole class. In addition, some have specific individual character traits that makes it difficult for them to adjust to classroom demands, it becomes difficult for them to learn effectively. This is because "*they lack the willingness to engage and persist in learning task*" (Arends et al, 2001). This goes a long way to create poor educational effectiveness and efficiency of the school system as serious cases of indiscipline and poor performances in secondary school can be sanctioned through dismissal.

Most indiscipline behaviours of students could also be influenced by the socio-economic conditions in which they live. According to Bavoro (2008), children living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. Children from unstable families are susceptible to behaviour which could undermine their performance in schools. Such behaviour includes drug or alcohol use. The rapid spread of substance abuse can be attributed to the breakdown of indigenous society and to the introduction of foreign influences that have made a variety of substance available on the large scale. Bavoro (2008) further explains that socio-economic factors have been identified to be the major causes of high dropouts. Low per capita income of people and poverty are the main reasons forcing children to drop out of school or not to enroll.

For Birdsall (2006), students' performances have been influenced by high levels of parental education. The mothers' education has led to sustained increases in education attainment from one generation to another. A wealth of cross country and individual country studies from Africa, Asia, over past 25 years reveal that the mothers' education is a strong and consistent determinant of their children's school enrolment and attainment.

In Tanzania, a study by Alsamarai & Peasgood (1998) indicates education of the head and spouse does increase the probability of completion. Heads having attended primary schools increases the girls' chances of completion by 6.7% and boys 4%. Many countries in Africa like Botswana, Zimbabwe, Malawi, Ghana, have focused attention on increasing resources to the education sector in a bid to achieve access to education (UPE). It is now coming out clearly that countries like Malawi are now faced with the problem of a trade-off between enhancing the efficiency of the education sector and increasing primary, secondary and tertiary education. According to Psacharopoulos (1985), the fathers' education, occupation and income levels determine children access to school. The education that the child receives is dependent on the education that their parents received when they were children.

According to Kenya Institute of Public Policy Research and Analysis (2003), the high cost of education and household poverty level are critical factors that often pushes the students to do menial jobs to supplement the meagre family incomes. UNICEF (2004), states that labour participation by a person below the age of 15 years is not widespread but it is escalating at an unacceptable rate. At a conference in Brussels organized by European Forum for Freedom in education (EFFE) educationists from 18 countries reflected on what could be done to reverse the trend. In the Cameroonian society, most students have to get their school fees themselves from doing menial jobs. According to Schwartz (1995) jobs increase the percentage of dropouts as students may and also do have to take on a job to support themselves or their families. The orphanhood often exacerbates financial constraints for poorer household and increases the demands for child labour and dropout for example in Ethiopia (Colclough et al., 2000).

In Northern Ghana, cattle rearing is considered prestigious, parents prefer their sons to take care of the cattle than go to school. In Phillipines and the rural Bangladesh, children in poor households start contributing to family income and home production at much lower age than those in higher income households. (Schultz, 2006). The report shows that children from non-intact families have significantly higher rates of difficulty with all levels of education. Family structure is a deciding factor in a wide range of child behaviour that directly influence academic performance including emotional and psychological distress, attention disorder, social misbehaviour, substance abuse, sexual activity and teen pregnancy.

According to the World Bank (2008), measures of internal efficiency reflect effectively a part of the educational system that uses available resources to achieve specified educational outcomes. Education systems in many countries exhibit high levels of inefficiencies. Chiuri & Kiumi (2005). Internal efficiency of an education system is defined as the ability to educate the greatest number of students in the shortest time and with the least use of financial and human resources. A system is said to be internally efficient if the inputs and efforts channelled to it give the expected output. (Chiuri & Kiumi, 2005).

Dreikurs & Pear (1972), suggest that democracy should be maintained in the classroom and certain consequences must follow certain behaviours. Grambs (1970) posits that “*democratic discipline stresses the joint responsibility of the teacher and the student in achieving a classroom atmosphere in which teaching and learning may take place*”. This implies that discipline can succeed when it really contributes to the development of individuals, enabling them to perform satisfactorily their role as students. The teacher therefore has to collaborate with students as far as discipline measures are concerned. The formulation of classroom rules and regulation has to be a joint ensure between

the teacher and the students, but if democratic discipline is an extreme form of permissiveness, then the classroom will become more chaotic.

Anja (2006) argues that *“the democratic teacher is neither an autocratic nor a laissez faire teacher but one who guides and teacher responsibility by sharing responsibility for different activities among learners in the classroom”*. The democratic teacher in this case gives students focus towards the attainment of objectives, but it does not mean that teachers will lose their authority as leaders. The concept of democratic discipline tied to the social and emotional climate approach in classroom management which stresses on the building of a good interpersonal relationship between teachers and students so as to optimize the teaching-Learning process. This is opposed to the authoritarian approach in which the teacher has the obligation to strictly control student’s behaviour through the implementation of school specific rules and regulations.

The ineffectiveness of the school system can also be seen in terms of teacher’s inability to manage classrooms. In most classes children form cliques or peer groups to oppose institutional authority. *“[...] within the peer group of the class, there may be today not simply sub-groups representing constellations around starred pupils, and deviant or ‘delinquent’ sub-groups who seek to oppose all forms of authority [...]”*. (Morrish; 1978). These deviant elements in classroom will normally pose a problem in the teaching-learning process in the school setting. This would certainly mar up the academic performances of pupils. It is for this reason that the teacher has to be very tactful in the classroom.

An untrained teacher counsellor cannot have a full or complete mastery of classroom management tools. Poor classroom management would likely breed failure and subsequent repetition. This is because in a poor managed classroom there is a lot of indiscipline and a lot of disorder coupled with much delinquent behaviours which will not render the classroom environment favourable for learning to take place. This shows that good class management leads to quality learning and quality educational output and this can only be engineered by an effective teacher through effective class management. Still in the area of class management, Banner et al. (2002) points out that: A teacher/counsellor may lack some important qualities and still do a good job, but teaching without authority is no teaching. If the teachers cannot dominate his class, all his efforts would remain sterile.

In order to maintain order in the classroom setting, the teacher must show prove of authority. This authority at the same time is not shown by beating pupils as is the case of most of our schools ; but when a teacher is too relaxed children might take him/her for granted. When he/she is taken for granted he/she gradually loses his/her personality, value and authority as a teacher. This goes a long way to disrupt performances because most learners might not take their

work seriously. In order to maintain discipline in classroom the teacher has to know that Classroom management is one of the pedagogic and didactic exigencies that are indispensable in teaching learners. Every teacher has the obligation to lead students unto success by carrying out proper classroom management. The academic success of learners depends on the manner in which trainers manage their classrooms. All school success will always depend on salient conditions of order personal efforts that characterize all learning environment. (Belinga, 2005) This shows that the teacher has to be alert and exercise discipline because he must have cases of indiscipline in his class. Banner et al. (2002) continue to stress that: Discipline is an aspect of order. Discipline is both for the student and the teacher alike. There is no order without authority. Authority is a means of creating and making order and discipline to reign in the classroom. Morrish (1978) points out that *“a school in which there are no rules and no punishment, or coercive sanction, is certainly not preparing the pupils for the sort of society in which he will participate, and to which he will in some way have to answer for his action”* In this case, we see that discipline is an important component in the teaching and learning process which must start with the teachers themselves. Based on the theory of learning by observation, children imitate their teachers a lot because they are considered as role models. So, if teachers misbehave children would do the same and vice versa. It is when the teacher is fully disciplined that he can use his authority to maintain order in class. Recalcitrant teachers will mar up the teaching and learning process because their misconduct may hamper learning and bring failure and repetition.

1.5 School Guidance and Counselling Facilities

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability to be responsible for one’s own self. It is a service that is universal – not confined to the school or the family. It is found in all sectors of life – in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who need help and who provide help. Even though state subventions are at times provided to enable them meet up with some needs.

They are solely responsible as far as the provision of school infrastructures are concerned. In this sector, the PTA is also active to a certain degree. It can be strongly argued that government schools have a higher possibility of possessing enough educational facilities, which are of high quality than lay private and confessional schools. The reason being that, the state owns more financial resources than the private sector and thus could provide adequate facilities to counsellors. Whatever the case may be the principal or the head teacher is the custodian of school properties.

He has the responsibility of ensuring that available facilities are not only well used but are better managed to ensure proper sustainability to enable the school as an enterprise meet its set objectives.

According to Ayeni & Adelabu (2012), the school learning infrastructure refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality education for all students. The quality of learning facilities available within an educational institution would likely have a positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The quality of the school buildings and furniture will determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes.

The total development of the learners in the cognitive, affective and psychomotor domains of learning can only take place in an environment that is conducive to teaching and learning. The provisions of adequate and Improving learning infrastructure and environment for sustainable quality assurance appropriate school physical facilities are indispensable in the educational process, where the school is located therefore, determines to a large extent the academic standard of the school. The school should be located where it is accessible and far from disturbance of markets, highways, airports and industries and free from filth and pollution. The environment of the school should stimulate, motivate and reinforce students' attendance in school. Comfortable classroom temperature and low noise levels have positive influence on teachers' effectiveness and students' academic performances.

Ogundare (1999) & Olagboye (2004), viewed utilization of school infrastructure and learning environment as the extent of usage of school buildings, laboratories, library, assembly-ground, flower garden, school garden, volleyball field, chairs, desks, chalkboard, and so on. However, too much pressure on their use could result in over utilization, a situation that could lead to rapid deterioration and breakdown. For instance, when a classroom built to accommodate forty students is constantly being used for sixty students, then the returns from these facilities may not be maximized in terms of teaching and learning. Comfortable learning facilities will not only boost the morale of teachers and students but will also ensure the realization of the set educational objectives in secondary schools

Katrien et al. (2011), point out that there is a stark contrast in satisfaction levels between students attending schools with good quality infrastructure when compared with those in schools with poor infrastructure and that school infrastructure definitely contributes to the well-being of students. Differences in students' performances can be linked to the quality of the infrastructures of the

schools they attend. It could be argued that students attending schools with poor quality infrastructures would score lower than students in schools with good infrastructure. This means that, the quality of school infrastructures would definitely not have a strong impact on an student's well-being but will seriously affect their academic output.

Olasunkanmi & Olufunmilayo (2012), show that in Nigeria, Private schools provide boarding facilities as well as modern equipment including computers, interactive (white) board and employment of graduate teachers who are capable of handling the modern facilities put in place. Parents in consideration of these facilities would be eager to pay the high fees thereby leading to high cost of education. It is imperative to note that low-income earners generally cannot afford to send their children to these expensive private secondary schools. Hence the children of this class attend the public secondary school with minimal costs and tuition free opportunity. The situation of school facilities in place and commitment of teaching and non-teaching personnel in secondary schools could be adduced as reasons for the profitability of either private or public secondary schools by consumers of secondary education in the state. The inputs variables such as infrastructural facilities provided by the secondary school for teaching and learning process, irrespective of the ownership of the schools remain indispensable variables used to produce quality output.

Owing to the constant increase in the demand for education in Cameroon, and coupled with the implementation of educational policies such Education for All (EFA), the need for and provision of educational infrastructures has also increased. From the first five year development plan in Cameroon till date, the creation of secondary schools has been on a steady increase both in the public and private sectors. This is also corroborated with an increase in the recruitment and deployment of teachers on the field. In this situation, greater demands would be mounted on the available facilities. This therefore calls for proper management of material resources in order to ensure their sustainability. Abdulkareem & Fasasi (2013) emphasize that “*administrators and inspectors of schools are responsible for effective management of the facilities in order to, prevent wastage and ensure the achievement of educational objectives*”. This implies that the administrators and inspectors are custodians of school property and as such should be blame in case proper management of such property is not efficiently done: Nwadiani (2001) posits that. “*Facilities are not only over utilized, they are only poorly maintained*”. Similarly, Aigboje (2007) found out that “*school facilities were inadequate while others were not available at all, the over utilization and none maintenance of school infrastructure will lead to a lot of wastage thus obstructing the school system from attaining its objective*. Abdulkareem & Fasasi (2013) identify

two stages in the management of school infrastructures or facilities. They are provision and utilization stages. The utilization stage is subdivided into maintenance and improvement stages.

1.6 Provision of Education Infrastructures

The provision of school facilities in Cameroon is done by the government, school proprietors, religious bodies, parents and other stake holders. The implementation of the school curriculum demands that enough and adequate facilities been provided school system, and the learners who constitute the product of the system. According to Olayboye (2004) there is a disparity in the provision of facilities while the schools located in the rural areas are neglected from one school to another in urban centers. This could likely lead to a disparity in students' educational output.

1.6.1 Utilization of Educational Facilities

Utility is the pleasure or satisfaction derived from the consumption of goods. The utilization of education facilities can be seen as the process of satisfaction obtained from the consumption of education. It can also be seen as the degree or extent to which an item has been put into effective use. For him, various degrees of utilization include non –utilization, under –utilization, maximum utilization, optimum utilization and over–utilization. Non utilization of facilities refers to a situation where infrastructures are not put into use at all. Under –utilization of materials were not put into use at all. Underutilization of materials will occur when facilities are not used to full capacity. Over utilization of facilities is when the facility is used more than the capacity. Maximum utilization is when facilities are put into effective use in line with stated objectives. While optimum utilization of infrastructures occurs when facilities are used for many purposes. So, when resources are put into maximum and optimum use, they are not wasted at all. This is because they would likely enhance educational objectives appropriately.

1.6.2 Maintaining school facilities

When facilities or infrastructures are put into use, they tend to depreciate and do so more especially when there is over utilization. This therefore implies that maintenance should be done in order to restore the physical nature and ensure their working capacity. Abdulkareem and Fasasi (2013) emphasize that maintenance of infrastructures enhances their performance and durability and prevents wastage. As such, preventive, corrective, breakdown and shutdown maintenances

services should be created to ensure optimum and maximum utilization of facilities to attain set educational objectives.

1.6.3 Improving Educational Facilities

As time goes on, infrastructures tend to get old and will be outdated. As such they have to be replaced periodically to suit a new demand, new situation or new program. Abdulkareem and Fasassi (2013) point out that secondary school administrators and inspectors have certain functions to perform on each stage of facility management. The functions are, planning, coordinating staffing, leading and controlling. The principal has the responsibility to plan with his/her subordinates on how school materials are to be used. He has to coordinate the use of this material to ensure optimum and maximum utilization of available school infrastructures. Strict control is needed to avoid breakdown and wastage of resources.

1.6.4 The Role of Administrators and Inspectors in the Management of School Infrastructures

The school administrators and inspectors are not only the eyes of the government but at the same time, they are the custodian of school property. They serve as a link between the school and the stakeholders. They have to ensure that materials of good quality are purchased. They should not divert money for procurement for another purpose. They have to advise the government on the type of facilities needed in the school to attain set objectives. They have the obligation of providing accurate information that would guide the provision of such needs. The administrator and inspector have to protect facilities from theft and other accidents. They have to do appropriate record keeping on all the facilities and at the same time make constant reference to them. They have to make sure that facilities are well handled by experts during usage, maintenance and improvement service.

1.7 The Problem of Overcrowding in Secondary Schools

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse

impact on learning. Large classrooms would certainly hinder effective classroom management and effective curriculum implementation as well. This would certainly hamper students' performances. A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding affected negatively both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995).

Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. It indeed hinders the teaching of anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise.

Ayeni and Adelabu (2012) opine that learning is a connection between response and stimuli. A good environment reinforces the efforts of the teacher by providing a good stimulus for effective teaching and learning to take place. Such a stimulus is not only provided by ensuring good physical planning but also through proper maintenance of such physical facilities. A good school environment where good working facilities exist is a catalyst for effective teaching and learning. In a school where there is enough space for the teachers to walk round in the classroom while delivering lesson will promote rapid attention of students and good academic performance. A good school environment presents learning as a lifelong enterprise and enables students to discover appropriate value system that can be their compass for self-awareness and national consciousness. A study conducted by Hussain, Iqbal and Akhtar (2010) on public school in Islamabad in Pakistan revealed that teaching through technology based learning environment enhanced the achievement level of the students. To create good schools will take substantial financial resource allocation from the national budget, spent more strategically, with strong political commitment of government to ensure equity and universal access to education. Effective management of learning infrastructure is the prime responsibility of the school principal and other stakeholders.

The administrative responsibility for satisfactory physical environment is not limited to providing new facilities. The school heads should direct the available resources to the maintenance of learning facilities. Existing buildings must be maintained and made functional by providing proper lighting, ventilation and temperature condition for their effective and efficient utilization to ensure

good working condition (Olagboye, 2004). Efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable center that will increase students' attendance motivation and willingness to participate adequately in both curricula and co-curricular activities (Adeboyeje, 2000). School heads are the custodians of their school plants. It is the responsibility of school heads to ensure that all components of the plant are in good working condition; that they are well protected; and that they are used for the purpose(s) for which they were acquired.

It is the duty of the school heads to motivate staff members as well as the students to imbibe and internalize maintenance culture with respect to the school plant and even in personal affairs. The teachers are to assist the school heads in the maintenance of the school infrastructure and learning environment as this will create conducive teaching/learning environment and enhance their own work. Teachers are to see that every item in their classrooms (the classroom building, furniture, audio-visual and other teaching aids, etc.) are in good condition and to promptly report any dilapidation or deterioration to the school head for necessary maintenance action.

CHAPTER TWO

REVIEW OF LITTERATURE

2.1 Review of the empirical literature

2.1.1 The importance of guidance and counselling

The Cameroon government has subsidized secondary education. This is an effort to make education affordable for the entire society. As a result of this, many families can sustain their children in secondary schools throughout their school years with lower financial stress. Therefore although the enrolment in secondary schools has been rising, most of the children have needs other than the acquisition of knowledge that needs to be addressed. Such needs can best be dealt with by the use of guidance and counseling services. This is because with high levels of enrolment chances of indiscipline cases can also increase unless the school has a well-set system of guidance and counseling. For a school to achieve its set goals and objectives the student, the stakeholders and the general school community has to be disciplined.

Ireland (1984) asserts that almost all students need to be disciplined from time to time. Even the most docile and obliging of them, for discipline, consists of ensuring that a reasonable request for instruction shall be obeyed. To achieve the above, a school needs to have put in place its functional rules. The rules have to be set by the entire school community including the student body. The penalty for the offender has to be agreed upon and students and their parents, and included in this are rules introduced after a student has become a member of the school.

Discipline is maximized when the learners are well guided and counseled. A school's main goal is to produce individuals whose behaviour has changed such that one leaves school better than he or she was before joining it. In this case, one is expected to excel in examinations. Students learn from their playmates, their teachers and their siblings who act as models. Ngaroga (1996) says that students do constantly express emotions that reveal anger, depression or despair to difficulties experienced at home. These problems are related to the social-economic situation.

According to Nelson (1972), if they are not taken care of and promptly, they affect one's growth and thus personality. Such student experience problems related to growth changes which may be a source of worry, frustrations and inactivity. It's the work of well-programmed guidance and counseling services that counteracts such problems and help individual student back to the normal life that makes life be viewed comfortably. Students often find themselves in situations that lead to conflict. Students need guidance in such situations so that they make a satisfactory choice in situations where two motives are aroused simultaneously.

Frustrated students and those experiencing conflict find it difficult to concentrate on learning activities, such students become indisciplined and thus difficult to control. Guidance and counseling help in maintaining school discipline which is key to success in examinations and thus

to an individual student's success. It, therefore, follows that guidance and counseling help to develop the student's intellectual abilities by giving the child opportunities to acquire knowledge, skills and attitudes. It ensures a balanced personality of individual students. It is therefore important for a counselor to adopt a view of human nature that helps them to enhance their problem-solving initiatives. The school counselor should adopt a student-centered approach which is very liberating and growth-oriented for the learner requiring help. When learners are viewed in this right it means the school counselor focuses on the constructive side of human nature, on what is right with the learner and on the assets the learners bring with them for counseling. It focuses on the client's reactions in their world with others, how they can move towards constructive directions and how they can successfully handle obstacles, both from within and outside themselves. As learners grow up they need information on what changes to expect as they move from one stage of development to another. They require guidance on how to successfully cope with challenges that characterize each phase of their development. Through facilitative guidance and counseling the learners are enabled to set goals appropriate in each stage, anticipate positive outcomes and discover how to move towards a higher level of achievements for their good and the good of the society.

Preventive guidance assists the learner to identify and avoid situations or activities that are potentially dangerous, those learners already involved in risky behaviour are helped through adjustable guidance to appreciate how their attitude or actions may lead to unpleasant consequences. It also helps the learner to develop a deeper understanding of who they are and acknowledge their potential abilities and their weaknesses. This in turn enables them to work towards strengthening the positive aspect of themselves and eliminate the negative ones. A learner in a new school is helped to adjust to the new and unfamiliar educational environment. The learner is helped to cope with new teachers, subject, classes, regulations and accommodation among others. In such cases, orientation programs organized to provide guidance and counseling programs will enable the learner to settle down faster.

2.1.2 The Student's perceptions of guidance and counselling in maintaining discipline

Adolescents or teenagers represent an important segment of society particularly in the developing countries where they form, the bulk of the population. Adolescence can be a confusing and stressful period when many physical and emotional changes take place and as such it is a period when those concerned become anxious and ask a lot of questions about life. It can however be made a very exciting period if the adolescent is empowered with the knowledge and skills required

to cope with challenges adequately. This will enable the individual to make sound decisions and safe choices about his or her life.

The adolescent needs to lean on the major physical changes. Learners of both sexes must understand and appreciate the changes which take place during puberty, the development of the reproductive system and the emotional and psychological responses to these pubertal changes. Puberty which is reached during adolescence is the time when boys and girls change physically, emotionally, and mentally to adults. They have different sexual organs and both similarly sized muscles. The difference between the sexes becomes obvious during puberty. Each person enters puberty at a different time and pace KIE Teachers Handbook (Jan 2004).

Adolescent boys and girls have to be guided to appreciate physical body changes. Failure to do this may make them depressed or stressed up and this has a significant mark on their personality development and eventual performance both at school and at home. Through counseling, which is both a process and a relationship designed to provide an individual with an opportunity to explore one's feelings thoughts and actions one can learn to meet the challenges in his or her environment. It is primarily preventive and developmental but also remedial.

Dinkmeyer (1963), argues, that, developmental counseling provides one with an opportunity to explore his feelings, his attitudes and convictions. The counsellors start with the problems that the child perceives and helps him or her to solve them. One provides a relationship that accepts, understands and does not judge. This relationship enables the counselor to become increasingly self-directed. The adolescent therefore will be able to deal with his or her needs early enough because one is already aware of the challenges in life. The focus of developmental counseling is the strength of the individuals including educational vocational and social-personal as opposed to the weaknesses.

The counseling services help to know and understand, oneself, assets and liabilities, a better understanding of the relationship among one's abilities, interests, achievements and opportunities. The adolescent develops self-acceptance, a sense of personal worth, a belief in one's competence and develops an accompanying trust and acceptance of others. They develop methods of solving the developmental tasks of life with resultant realistic approaches to the task of living as met in the areas of work and interpersonal relations. This ensures that one's behaviour is goal-oriented and considers the consequences when making decisions. Finally, one's faulty concept and convictions are modified so that he or she may develop whole some attitudes and concept of self and others.

2.2 Review of theoretical literature and development of gap matrix

Guidance and counseling help students to understand themselves, their differences and enables them to relate well with other students at School, the teachers, the members of society and their family members. This is made possible by the counsellor teacher who bridges the gap between the students' code of conduct and the expected code of conduct where Indiscipline issues are involved. The learner develops personal qualities skills and positive attitudes towards himself and others in society. There is a need for schools to have well-organized systems of guidance and counselling. This should include the required facilities to enable guidance and counselling to take Place effectively.

Theories offer the conceptual tool and provide a framework upon which the counsellor can work with the client during the counselling session. Milner (1980) describes them as working assumptions that provide provisional ways of analysing and organizing the session. The ideas of Sigmund Freud (Psychoanalysis), B. F. Skinner (Behaviourism) and Carl Rogers (Person-Centred Therapy) have formed the basis for and influenced early and current attempts to understand and change human behaviour. It is widely recognised that the three: psychoanalytical, behavioural cognitive, and the humanistic approach to counselling are the basic approaches to counselling (Nye, 1996). This section outlines these three main approaches and ends with a discussion on counselling theories.

2.2.1 Psychoanalytic theory

Psychoanalytic theory was founded and propagated by Sigmund Freud (1856-1939). Freud trained initially as a medical doctor, a neurologist. The Freudian approach leans on a philosophical and literary approach and his early work stresses cause and effect in the mental as well as in the physical field. Psychoanalysis is a psychology of conflicting forces inherent in the dualistic nature of human kind. This manifests itself in three ways:

- The person as a biological and as a social being;
- The conflict between the consciousness versus the unconsciousness; and,
- Factors in the environment that bring about the development of personality, the acquisition of values; and, the tendency to seek pleasure and avoid pain. The human mind is therefore an exploration of thoughts, feelings and fantasies. In the context of the school, the teacher might need to be conscious of such thoughts, feelings and fantasies in the young adolescents that bring about certain behaviours. The focus of therapy in psychoanalysis is therefore on the relationship between the conscious and the unconscious personality, the 'talking cure'. According to Freud, life

experiences are stored in the unconscious mind. Freud refers to it as the hidden domain. For instance, human behaviour is heavily influenced by childhood experiences that are deeply rooted in the unconscious. Teachers must therefore be willing to explore with the student those issues that have a home or social dimension rather than view the student as an independent being. The child who is the victim of abuse for instance may be maladjusted in behaviour and victims of rape tend to have low self-esteem.

According to Freud, sex and aggression drives for example are dominants of human behaviour and the individual is always seeking to undo the repression of sexual impulses or drives. The adolescent is in turmoil as he/she discovers the self and s/he must be assisted to complete this developmental stage. I wonder how parents and teachers would react if teachers were to discuss sexual matters in detail in a society where sex is not explicitly discussed, such as Cameroon, and thus teachers and schools would need to be very careful how they handle such matters. Human beings, according to Freud, are also driven by the tendency to seek pleasure and avoid pain. This tension-reducing force is called the pleasure principle. For example, the young adolescent in the school will feel the urge to sneak from school to go and buy a cigarette or a loaf of bread but at the same time fears the danger of being caught and punished for breaking the school rules and regulations. Thus, the teacher would be expected to guide how to deal with discipline issues in the schools.

The best-known Freudian model of personality is the Id, Ego and Superego. The first of these is the Id, the biological component and the source of energy. It is instinctive, illogical, lack organisation seeks pleasure and is largely unconscious (no contact with the world). The school must tap that energy in form of co-curricular activities.

As much as possible, basic human needs should be met. The second is the Ego, the psychological component that has contact with the world. The ego is realistic, organised, logical, intelligent and controlled. It is to this part of the human personality that the school guidance and other fundamental principles such as school rules must be directed. The final part is the social component, the Superego. It is judicial, ideal, strives for perfection and the person's moral code. Adolescents typically believe that they are invulnerable to most risks including health risks such as STIs and HIV/AIDS (Boone et al., 2003) and according to Elkind (1974), this is because adolescents at this stage are egocentric which results in feeling unique and special from others, that is s/he feels they are different or apart from others. One aspect of egocentrism is the wrong belief that negative things cannot happen to the self but others (Boone et al., 2003). The teacher might therefore make use of such knowledge to deal with the HIV/AIDS menace especially the vulnerability and susceptibility of the youth (Wango, 2001a) and appeal to the ego where and when the superego is unrealistic.

2.2.2 Behaviourism

Behavioural therapy is a set of theoretical hypothesis on the emotional behavioural functioning of humans and how it can be changed. The behavioural – cognitive approach integrates thought and behaviour. People like Lazarus Arnold, B.F. Skinner, Pavlov, Albert Ellis, Wolpe and Albert Bandura founded this theory. Behaviourism has its origins in the 1950s –1960s as a radical departure from the predominant psychoanalytic perspective in that they believed that behaviour is not influenced by past experiences. According to them, behaviour is mechanistic (psychoanalysis – deterministic). Thus, behaviour can be learnt, unlearned and/or re learnt and thus can be modified. The learnt behaviour is the problem and not the symptom of the problem. They believed that human beings are the products and producers of their environment (Bandura, 1974, 1977, 1986). The implications of this for guidance and counselling are that the teacher has to see those aspects of the home (for example, inept parents), society (violence, drugs and other substances of abuse) and the school (school culture and ethos, rules and regulations) that produce the child/ren in the school. It also has implications for changing behaviours by rewarding acceptable social norms.

At the center of behavioural-cognitive therapy is the concept that events do not force people to have emotional behavioural reactions. Rather, it is their interpretation of thoughts and events that precipitate emotional and behavioural reactions. The basic argument according to Ellis is that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. The school would look up to the school rules and regulations that could assist in this aspect. The target for change in therapy is those thoughts, attitudes, beliefs and meanings that create emotional/behavioural disturbance and it would be hoped that the school rules would define a way of conduct that does not conflict with the school norms. Indeed, Ellis theorized that humans can interpret reality in a clear, logical and objective fashion. Humans are thus pre-disposed to irrational interpretations and if young people were well orientated to the school, for instance, they would easily adapt to the environment. Behavioural change is therefore based on the idea of learning and that behaviour can be learnt and unlearned and this can further be understood by considering three major areas of development: classical conditioning; operant conditioning; and, social learning:

- The underlying beliefs in classical conditioning are that behaviour can be controlled and that human beings can be made to do things without being aware of them. For example, Pavlov conditioning a dog to salivate at the sound of a bell. Therefore, the environment can be manipulated to produce desired behaviour or response. For example, the teachers' positive and welcoming attitude towards the student's and students can lead to mutual trust

and enhanced learning or in counselling, the client can be conditioned to produce the desired results such as undoing a seemingly negative practice such as fear.

- B.F. Skinner propagated operant conditioning. According to Skinner, rewards and punishment make people behave in certain ways. There is negative and positive reinforcement. Positive reinforcement aims to increase the frequency of a response by filling it with a favourable event (reward) while negative reinforcement makes use of punishment or withdrawal of reward/s. Another useful technique in operant conditioning is shaping. This involves reinforcement of successful approximations of targeted behaviour until the desired behaviour is acquired. Behaviour could be reinforced continuously, in a scheduled way or intermittently. Therefore, the school should continuously reinforce positive behaviour by rewarding it.

2.2.3 Social Learning Theory

This theory was developed by Albert Bandura (1973:1983). He developed a cognitively oriented social learning theory of aggression that does not depend on internal drives. He believed that anticipated positive consequences are a major cause of aggression. It is these anticipated consequences that produce aggressive behaviour (Bandura 1973). Baron and Richardson (1994) also give a clear explanation when saying an individual may acquire a wide variety of aggressive responses when rewarded for such behaviour. Providing reinforcement for acts of aggression increases the probability. These rewards and punishments, mentioned above, that regulate aggressive behaviour are labelled by (Baron and Richardson 1994) as of three sorts:

- One kind comes from sources external to the individual and includes tangible rewards and punishments, social praise or rejection, and or the reduction of and increase in aversive treatment from others.
- Aggression may be regulated by vicarious experiences, for example, observing the rewarding or punishing consequences of aggression for others.
- Finally, rewards and punishments may be self-administered. People sometimes learn aggressive behaviour through trial-and-error processes but the fact remains that most complex skills are learned vicariously. People learn by observing others, i.e. models, who use different skills to obtain goals in a variety of situations (Felson & Tedeschi 1993). According to Bandura (1983) cited in Felson and Tedeschi (1993) there are four processes by which modelling can instigate aggressive behaviour:
- A direct function of modelling serves to inform the observer about the casual means-ends relations in the situation.

- An inhibitory function of a model teaches observers that they avoid punitive outcomes associated with aggressive conduct.
- Observation of others who engage in aggressive behaviour causes emotional arousal in the observers, which may increase the likelihood of imitative aggression or may heighten the intensity of aggressive responses.
- Observation of a model may have stimulus-enhancing effects by directing the observer's attention to the kinds of implements or tools being used.

According to Baron and Richardson (1994), social learning theory treats aggression as a social behaviour, involving activities that entail intricate skills that require extensive learning. Bandura (1983) puts this example to support the above statement, In order to engage in aggressive action, individuals must learn how to use a weapon, they must learn the movements that make physical contact painful for the victim, or they must understand what words or actions will be considered hurtful to their targets. No human is born with such knowledge, but have to learn how to behave aggressively through interaction with others. The continued exposure to acts of violence is likely to induce a process of learning and imitation, culminating in the acceptance of violent conduct as a dominant and normal mode of conflict resolution (Govender & Killian, 2001). Bandura (1977) in Felson and Tedeschi (1993) revealed that learning by observation involves four interrelated processes:

- The individual must notice or pay attention to the cues, behaviour, and outcomes of the modelled event.
- These cognitive processes are transformed into imitative response patterns that are new for the individual.
- Finally, given the appropriate inducements or incentives, the learned behaviour pattern will be performed.

Although Bandura (1973) still believes that observational learning is the most influential, he cannot turn away from the notion that human beings also acquire some forms of aggression through direct experience. People do not only acquire aggressive responses by observing the behaviour of the people but there are a number of different contributing factors (such as biological, internal drives, etc.). These factors operate to ensure that these responses are regulated, maintained, strengthened, or controlled. Despite the social learning theory's emphasis of observational learning and direct experience in the acquisition of aggressive responses, the contribution of biological factors was also acknowledged by this theory. It was also stressed that engaging in aggressive action depends on neurophysiological mechanisms. In the social learning view: People are endowed with

neurophysiological mechanisms that enable them to behave aggressively, but the activation of these mechanisms depends on appropriate stimulation and is subject to cognitive control. Therefore, the specific forms that aggressive behaviour takes the frequency with which it is expressed, the situations in which it is displayed, and the specific targets selected for attack are largely determined by social learning factors (Baron & Richardson, 1994). This theory provides a logical theoretical link between exposure to community violence and the later development of aggressive behaviour. Exposure to community violence teaches aggressive behaviour and encourages the acceptance of aggression as a norm (Collings & Magojo, 2003). The fact that South African children are exposed to high levels of violence, both at school and in the general community (Ramphela 2002) suggests that the desensitising effects of such exposure are likely to be of significance in the development of aggressive behaviour among youth.

Social learning theory postulates that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by initiating that behaviour. Key aspects include observing, retaining, motivation and imitation. Learning is a process and such practices as peer counselling should be enhanced. The role of cognitions and feelings in influencing behaviour especially the faulty thought patterns (low self-concepts, self-defeating statements etc.) is recognised in social learning theory, and how they lead a person to produce maladaptive behaviour. It must be noted that the behavioural approach and traditions of Pavlov, Skinner, Thorndike and Watson and the thinking of Bandura greatly helped to produce effective ways of managing the classroom. This was mainly through behaviour modification techniques and the principles of reward and punishment. Behavioural therapy offers various action-oriented methods to help people take steps to change what they are doing and thinking. Many behaviour techniques particularly those developed in the last decade emphasize cognitive processes (Nelson-Jones, 2001). The modern behavioural approach is grounded on a scientific view of human behaviour that implies a systematic and structured approach to counselling. Behaviourists help the client by teaching them how to act or behave appropriately in congruence with their world. This is meant to bring about a healthy and stable self mentally and (therefore) physically. Cognitive counsellors concentrate on the cognitive mapping of their clients and search for the disabling factor/s that proves to be crippling the client.

2.2.4 Person-Centred Theory (PCT)

Person-centred or client-centred therapy has its basis in Carl Rogers' work (1902 - 1987). It is one of the most important approaches to counselling and one of the most widely used orientations to

counselling and therapy over the years. Indeed, person-centred or client-centred therapy has supplied ideas and methods that have been integrated into other approaches (Thorne, 1992). Person-centred therapy (hereafter referred to as PCT) emerged in the 1950s as a reaction or alternative to psychoanalysis and behavioural therapy and came to be known as the ‘third force’ in contrast to the earlier two approaches. PCT (Rogers, 1951, 1957, 1983) has its roots in the existential-humanistic tradition. The humanistic approach works in the “here and now” and examines the client’s feelings, thoughts and actions by exploring their fantasies and myths thus enabling them to come to grips with the reality of their lives.

PCT is a relationship model. The focus in counselling is on the person and the issue/s they bring to the counselling session. According to PCT, the person of the counsellor is the key therapeutic factor (McGuiness, 1998). It is the quality of the relationship that the counsellor creates with the counsellee that is in itself healing or therapeutic. Carl Rogers maintained that the individual has within the self vast resources for self-understanding, for altering the self-concept and for self-directed behaviour. These resources, Rogers believed, could only be tapped if a definable climate of facilitative psychological attitudes is provided. Principally, therefore, the solution to the problem is in the hands of the client. However, teachers dealing with children and young people might not be convinced that they can make seemingly correct decisions about their lives or behaviour.

Four major concepts attest the client-centred therapy. These are:

- a) That clients should be allowed to find solutions to their problems (that is counselling should be non-directed and not prescriptive);
- b) The focus should be on the client/counsellee (this changed the focus of attention in counselling from the counsellor to the client and hence the approach client-centred therapy);
- c) The role of the counsellor is to provide the necessary and sufficient conditions to enable the client to reach his/her goal; that is a conducive environment to facilitate the healing process. These conditions of the therapeutic changes are; empathy, congruence and acceptance (unconditional positive regard) and came to be referred to as the core conditions; and,
- d) The counsellor must be able to communicate this empathetic relationship to the client.

The core of the PCT is that human beings have an inherent self-actualising tendency and the key to healthy personality development lies in the necessary and sufficient conditions of personality change (core conditions). To the extent that there is more likelihood of improvement if the client owns up both to the problem and the solution, this can be an advantage in the school as elsewhere. The focus of PCT is not the use of techniques to solve a problem but on helping the client to tap their inner resources and get in touch with their inner valuing process and thus better their

concern/s. Thus, the methods could be time-consuming especially in the school where the teacher has other duties and several students to attend to and may not be as productive with an unwilling client. Also, teachers in the school have a responsibility to the school ethos and might not be able to put up with what they would term as unbecoming behaviour such as truancy and thus the approach would need to be heavily adapted (McCallion, 1998). For example, teachers might not be as non-directive as the model suggests. However, it would be possible to use the approach and perhaps enlighten the student on the choices they may have to make; possible implications and suggest several options.

2.2.5 Buss's theory of Aggression

This theory was proposed by Arnold H. Buss in 1961. He applied the instrumental learning theories of Thorndike and Skinner to aggressive behaviour. According to Buss, aggressive behaviour is learned, like other instrumental behaviour, through rewards and punishments. Buss (1986) considered behaviour to be aggressive whenever one individual delivers noxious stimuli to another. He considered instrumental aggression to be more important and it was described as including physical and verbal, active and passive, and direct and indirect aggression. Felson and Tedeschi (1993) mentioned, explained and expanded on the forms of instrumental aggression revealed above in the following manner:

- Physical aggression: It consists of inflicting pain on another organism.
- Verbal aggression: is a vocal response that delivers noxious stimuli in the form of rejection and threat.
- Direct aggression: It occurs in the presence of and is aimed at the victim,
- Indirect aggression: It consists of harming the victim from a distance, for example, spreading vicious gossip or slashing the tires of a victim's automobile.
- Active aggression: It requires an instrumental response that delivers the noxious stimulation to the victim.
- Passive aggression: It involves an action that blocks the target person from obtaining a desired goal.

Although Buss accepted that arbitrary frustration may sometimes lead to aggression, he also recognized that the individual may learn almost any other response to frustration. He pointed some factors contributing to aggressive behaviour as antecedent experiences specifically related to frustrations by others, and the personality of the individual. He was convinced that the past experiences of the individual are the primary cause of the behaviour exposed at that time (Felson & Tedeschi, 1993).

2.3 Conceptual framework

As shown in figure 1 below a student's behaviour can be desirable or undesirable depending on his environment, the prevailing environmental factors, the school regulations among others, in this case, guidance and counselling can be used to help the people control his behaviour. Factors that can help the students change may include the understanding of the importance of guidance and counselling, the student's attitude towards guidance and counselling, availability of physical facilities to aid guidance and counselling and whether there are trained personnel in the school to provide guidance and counselling services. A conceptual framework that captures the variables under the study has been developed to guide the study. This is presented under figure 1 below where it shows that High discipline which is a dependent variable is possible through effective guidance and counselling programs if the extraneous variables such as peer pressure, mass media influences, school environment and community environment are properly controlled and well managed.

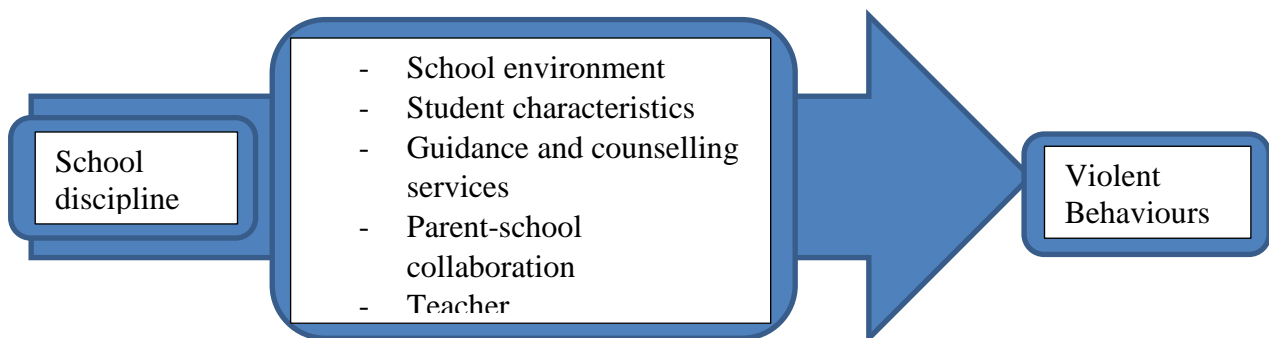


Figure 1: Relationship of variables for school discipline and violent behaviours

2.3.1 Management of Students Violent Behaviours

The most successful strategies for managing aggressive behavior are based on early identification and intervention. Children who are likely to develop chronic patterns of aggressive behavior are identifiable at an early age. Because the roots of chronic aggression are in early socialization experiences, behavior patterns leading to this condition often are evident before children enter school (Kazdin, 1987). In fact, two stable patterns of behavioral disorders emerge during the preschool years: internalizing or withdrawing and externalizing or acting out (Achenbach & McConaughy, 1987; Walker & Bullis, 1991). Externalizing behavior patterns are more prevalent and may involve or lead to aggression, non-compliance, and delinquency.

2.3.2 Systematic School wide Screening

Systematic screening procedures have been developed that reliably identify students who are at risk for the development of aggressive behavior patterns (McConaughy & Achenbach, 1989). One of these procedures, developed by Walker and Severson, is called Systematic Screening for Behavior Disorders (SSBD). This multiple gating procedure begins with the classroom teacher nominating up to 10 students who are at risk for externalizing behavior disorders and then rank-ordering them according to their degree of acting-out behavior. The same procedure is used for screening pupils at risk for internalizing behavior disorders. However, because the focus of this article is on externalizing behavior, screening for internalizing disorders will not be described. The second gate involves the teacher completing two brief rating scales for the three highest-ranked pupils. Those students who exceed local norms are advanced to the next gate, in which trained observers make two sets of controlled, 15-minute observations of the students in structured academic activities and unstructured play activities. Students who exceed age- and sex-appropriate norms may be assessed through standardized diagnostic procedures and may receive early intervention services. The SSBD procedure offers the advantage of exposing all students to systematic screening (Walker et al., 1988).

In terms of intervention, the great advantage of systematic screening programs is that they identify aggressive and violent behavior problems early on, at a time when these problems are most responsive to intervention efforts. As mentioned earlier, abundant research supports Bullis and Walker's (in press) contention that antisocial behavior, if not addressed by the time children reach the age of eight, is extremely durable and resistant to treatment.

Significant advances in behavioral assessment procedures have been made in recent years. The technology includes the careful study of both behavior and the contexts in which it occurs. The strategy of behavioral-ecological assessment, for example, involves the evaluation of observable student behaviors over the range of environmental settings in which they occur (Kerr & Nelson, 1989). The goals are to (a) identify the specific interpersonal and environmental variables within each setting that influence behavior; (b) analyze the behavioral expectations for various settings; and (c) compare those expectations with the student's behavior across the settings (Polsgrove, 1987). This strategy has yielded a rich supply of information about the environmental factors that influence aggressive behavior as well as the functions that such behavior serves for the student.

Wehby (1994) identified four hypotheses about the factors that lead to aggressive behavior that have emerged from the available research. Aggressive behavior may be the result of (a) a social skills deficit; (b) positive or negative reinforcement; (c) environmental deficits; or (d) deficits in the cognitive processing of social stimuli. Although these hypotheses overlap and are not inclusive

of all the possible causes of aggressive behavior, each has been supported by research. For example, some children engage in aggressive behavior because they lack the appropriate social skills to gain entry into peer activities and to negotiate conflicts. Aggressive behavior also may be supported by attention from others or by access to desired materials or activities (positive reinforcement) as well as by escape from or avoidance of undesired activities, such as difficult tasks (negative reinforcement). The environmental-deficit hypothesis is supported by research demonstrating that aggressive children are more likely to display higher rates of aggression in settings characterized by low densities of positive reinforcement for desired behaviours or by low levels of structure. Finally, research by Dodge and his colleagues (Dodge & Coie, 1987; Dodge, Petit, McClaskey, & Brown, 1986; Dodge & Tomlin, 1987) has revealed that some aggressive children attend to irrelevant cues, fail to encode relevant information, misinterpret the intentions of others, make hostile attributions of intent, and are unable to develop competent solutions to problems. These findings suggest that both the context and function of aggressive behavior must be considered when developing interventions. Too often, the only interventions used with aggressive behavior involve punishment tactics, which do not address the function the behavior may serve for the student. A thorough behavioral analysis of aggression should address its antecedents and consequences as well as the behavior itself.

2.3.3 Antecedents of Aggression

Typically, assessments of aggression have focused on the immediate antecedent events. Although such antecedents often are important factors in provoking aggression, Conroy and Fox (1994) have noted that more complex events or combinations of events, known as setting events, may be what sets the occasion for the display of aggression. These events may occur within the same setting as, and immediately precede, the aggressive behavior (e.g., a noisy, crowded room) or they may be temporally more remote (e.g., events occurring in the home before school). By noting the nature of the aggressive behavior, its time of occurrence, the other persons present, and the activities taking place, the interventionist can identify potential relationships between setting events and behavior. Conroy and Fox also recommended that interviews be conducted with persons who know the student and are familiar with his or her behavior and suggested the use of behavioral checklists and rating scales as alternatives to direct observation for identifying setting events.

Again, knowledge of these antecedent variables may be important in designing effective interventions.

2.3.4 Topography of Aggressive Behaviour

The topography, or form, of aggressive behavior may range from verbal taunts or insults to physical attacks on other persons or property (Kerr & Nelson, 1989). It is important to assess and document the topographies of aggression displayed by the student as well as the sequence of behaviors leading to an aggressive act. For example, a child may exhibit a pattern of displaying agitation and then non-compliance before engaging in verbal or physical aggression. If such a pattern can be identified, it is possible to intervene early in the sequence before it has reached the point at which the environment will be severely disrupted or persons are in physical danger. Early intervention in a chain of behaviors leading to aggression is more likely to be effective than waiting until the behavior has escalated to the point at which the student has lost all control.

2.3.5 Consequences of Aggression

The communicative function of behavior has been studied by a number of researchers. Carr, Durand, and their colleagues initiated a line of applied behavior analytic research examining the communicative function of the behavior of persons with severe and profound disabilities (Carr et al., 1980; Carr & Durand, 1985; Durand & Carr, 1987). This research is based on the limited verbal abilities of such individuals, which creates a need to understand the communicative purposes served by aberrant behavior. Donnellan, Mirenda, Mesaros, and Fassbender (1984) identified three categories of behaviors that serve communicative functions: (a) behaviors that express requests for attention, interactions, or items; (b) behaviors that express protests, refusals, or the desire to terminate an activity; and (c) behaviors that express declarations or comments or have personal meaning. Dunlap and his colleagues (Dunlap et al., 1993; Foster-Johnson & Dunlap, 1993) focused on two major categories: behaviors that produce a desired event and behaviors that serve to escape or avoid an undesired event. By systematically observing the rate of undesired behaviors under different task and reinforcement conditions, researchers can test hypotheses regarding the functions these behaviors serve. Through the teaching of desired behaviors that serve the same communicative function, it has been possible to reduce the rates of undesired behaviors.

Dunlap and his colleagues have extended this research strategy to the communicative function of the behaviors of students with emotional and behavioral, but not cognitive, disabilities (Dunlap, Kem-Dunlap, Clarke, & Robbins, 1991; Dunlap et al., 1993). This research holds great promise for the design of more effective interventions for students exhibiting aggressive and violent behavior, because it offers a proactive alternative to waiting until the aggressive behavior occurs and then punishing it.

When Shores and his colleagues (Gunter, Denny, Jack, Shores, & Nelson, 1993; Shores, Gunter, & Jack, 1993; Shores et al., 1993) examined the interactions between students with emotional and behavioral disabilities and their teachers, they found low rates of teacher reinforcement of desired student behavior, high rates of aversive interactions, and higher probabilities of teacher avoidance and escape behavior in the presence of pupils with aggressive behavior patterns. Their body of research compellingly demonstrates that aggressive and other undesired student behaviors may be strengthened because they produce desired outcomes or reduce the likelihood of undesired outcomes.

2.3.6 Tools for the Functional Analysis of Aggressive Behaviour

Behavior analysts traditionally have advocated an assessment model that examines the immediate antecedents and consequences of behavior (Kerr & Nelson, 1989). The value of such an analysis is indisputable, but the model requires full attention to the student during the observation period something that is difficult for teachers to accomplish. Alternate strategies that are often more practical for busy practitioners include behavioral interviews (Gross, 1984), ratings that estimate the strength of behaviors across time and activities (Touchette et al., 1985), and after-the-fact behavior incident logs (Kerr & Nelson, 1989). Data collected from all of these strategies are useful for intervention planning.

2.3.7 Relationship of Assessment to Intervention

As indicated earlier, a comprehensive behavioral-ecological assessment can be used to identify the variables that are functionally related to the targeted behavior and the standards and expectations of the settings in which the behavior occurs. With this information, augmented by data indicating specific conditions affecting the rate of behavior, interventionists can design strategies tailored to the unique characteristics of the student, the behavior, and the settings in which it occurs. In particular, by analyzing the setting events and stimuli preceding an episode of student aggression, interventionists can become more sensitive to these variables and apply more appropriate treatments.

If these strategies include teaching the student to recognize his or her indicators of agitation, to understand the communicative purpose of the behavior, and to employ more adaptive means of achieving the function served by the maladaptive behavior, the needs of the pupil and others in the setting will be better served.

Practitioners often object to collecting data on targeted student behaviors because such activities add to the burden of their already busy schedules. However, as White (1986) indicated,

"To be responsive to the pupil's needs the teacher must be a student of the pupil's behavior, carefully analyzing how that behavior changes from day to day and adjusting the instructional plan as necessary to facilitate continued learning." Although White was referring to students in general, the statement also pertains to students with serious behavior problems, such as aggression and violence. Whether the intervention involves reducing the frequency or intensity of aggressive acts, increasing alternatives to aggressive behavior, or both, it is important to monitor the student's (and the teacher's) progress toward the desired behavioral goals and objectives. Failure to do so involves the risk of prolonging an ineffective intervention or of continuing an intervention strategy that no longer is necessary. Formative evaluation of intervention strategies against objective data decision rules is required practice.

2.4 Intervention strategies to manage aggressive behaviours

2.4.1 Teacher-Mediated Interventions

Two primary types of intervention enable teachers to manage aggressive behaviors: rearranging behavior enhancement and behavior reduction contingencies for aggression and teaching appropriate, prosocial skills that are incompatible with antisocial acts. These two approaches are based on a social learning theory model that presumes that aggressive behaviors are learned and that prosocial skills that are incompatible with aggressive behaviors can be taught (Bandura, 1971). Behavioral interventions derived from applied behavior analysis (Baer et al., 1968 and 1987) and social learning theory emphasize the use of overt, objectively observable behaviors as dependent measures. Such behavioral interventions may be represented on two continua: one depicting behavior enhancement procedures and one depicting behavior reduction procedures (Nelson & Rutherford, 1988).

2.4.2 Behaviour Enhancement Contingencies

Six levels, or types, of behavior enhancement procedures have been documented in the applied behavior analysis literature. When combined with behavior reduction procedures, these strategies have proven to be effective tools for ameliorating aggressive and violent behavior in the classroom and school. The six levels are tangible reinforcement, activity reinforcement, token reinforcement, behavioral or contingency contracting, modeling, and social reinforcement.

2.4.3 Tangible reinforcement

Tangible reinforcers are material items that have reinforcing value for particular students. Although they frequently are used as backup reinforcers in token economies (as described later), they also may be delivered immediately following desired student behavior. In their study of tangible reinforcement, Dewhurst and Cautela (1980) found that 5- to 12-year-old students with behavior problems rated stickers as their most preferred reinforcers. Rhode et al. (1993) suggested that tangibles tend to be more effective with younger students who may not initially respond consistently to teachers' social reinforcement.

2.4.4 Activity reinforcement

The opportunity to engage in desired or high-probability behaviors (Premack, 1959) has been shown to be an effective reinforcement procedure with students exhibiting mild to moderate behavioral problems in school. For example, Jackson et al. (1981) effectively reduced the aggressive school-bus-riding behaviors of a 10-year-old boy by making afternoon privileges at home (watching TV and playing outside) contingent upon successively (progressively) lower rates of occurrence of targeted behaviors on the bus that included yelling, name-calling, moving from seat, grabbing and throwing objects, spitting, hitting, pinching, and pushing.

2.4.5 Token reinforcement

Token economies have been used effectively with a wide range of student populations and age groups and in numerous educational and treatment settings (Kazdin, 1982). For example, Deitz et al. (1978) demonstrated the positive effects of a token system in which a seven-year-old student received stars exchangeable for time on the playground for every 2-minute period in which she exhibited one or zero aggressive behaviors, including shoving, pushing, hitting, throwing objects, and destroying objects. Tokens can be exchanged for a variety of tangible and activity reinforcers, and they often can be delivered more quickly and easily than tangible reinforcers.

2.4.6 Behavioural or contingency contracting

Behavioral contracting involves the negotiation and implementation of a formal written agreement between a student and a teacher, parent, peer, or other person. A typical contract specifies the behavior(s) to be increased or decreased, the student goals with respect to the behaviors, and the consequences associated with goal attainment or nonattainment (Rutherford, 1975). Contracting

has been effective in modifying a variety of desired and undesired behaviors in students of all ages. Rutherford and Polsgrove (1981), who reviewed 35 studies in which contracts were made with children and youth who exhibited behaviorally disordered, antisocial, or delinquent behavior concluded that "contracting has contributed to behavioral change in a number of instances".

Modeling. With this behavior enhancement procedure, students observe adult or peer models performing and being re-inforced for demonstrating prosocial behaviors and strategies. When students then imitate these modeled behaviors, they are reinforced as well. Modeling has the potential for reinforcement at two stages—at the point of observing the model being reinforced (vicarious reinforcement) and at the point when the student performs the same behaviors.

Modeling has been used mainly for teaching complex prosocial behaviors and typically is implemented in conjunction with other behavior enhancement and reduction procedures, such as behavior rehearsal and role-playing interventions. Modeling is an important component of Goldstein's (1987) program for teaching prosocial skills to adolescents who exhibit antisocial behavior. Through the use of live acting by trainers or of audiovisual modeling displays, models demonstrate the skill steps necessary to expertly perform such aggression-relevant prosocial skills as responding to failure, responding to anger, dealing with being left out, dealing with an accusation, and dealing with group pressure.

Social reinforcement. Social reinforcement consists of the teacher giving positive verbal and physical feedback, attention, and approval for desired student behavior. When used in combination with other behavior enhancement and reduction procedures, this type of intervention often is effective for developing the prosocial behaviors of students who behave antisocially (Rutherford et al., 1992). Walker et al. (1995) pointed out that behaviour-specific adult praise is an extremely powerful form of focused attention that communicates approval and positive regard. They noted that although students who behave anti-socially initially may not be responsive to adult praise because of a history of negative adult interactions, social reinforcement paired with other behavior enhancement procedures eventually will increase the positive valence of praise.

PART TWO:

**METHODOLOGICAL AND EMPIRICAL
FRAMEWORK OF THE STUDY**

CHAPTER THREE:
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methods that were used to investigate the use of school discipline and its impact on student violence behaviours in the secondary school. The principal research questions addressed to reveal the picture of school discipline and student violence behaviours in an operational manner is focused on what association exist between teachers' characteristics, teachers' characteristics , counselling services, school environment, parental collaboration with School and violent behaviours?

This chapter comprises five sections. The first deals with the research design which underpins the rationale for adopting both quantitative and qualitative methods. Section two focuses on the target population, sampling techniques and the sample. The third section centers on instrumentations and procedures used for data collection. Section four outlines the procedures of data analysis while the fifth section enhances the variables of study and the recapitulative table.

3.2 Research Design

This study was designed to explore the association that exists between availability educational inputs as determinants of efficiency in public secondary schools in Yaounde. Data was generated through teachers and students, direct interviews and focus group discussion with heads of institutions and teacher and by analysis of ministerial reports. This study involved both quantitative and qualitative approaches. The quantitative approach involves the use of questionnaires to collect data from teachers and students from both public and private secondary schools. The qualitative approach involves the use of instruments such as interview guide, Focus Group Discussion (FGD, Fig. 2) guide and observation guide. The mixed method approach which involves the combination of quantitative and qualitative methods was used so as to obtain information from different foci. The rationale for adopting this approach was based on the fact that it enabled us not only to check the veracity of data collected but also to describe the problem under observation from various angles. This approach is relevant to this study because it will enable us to corroborate and triangulate findings from teachers, students and the school environment.

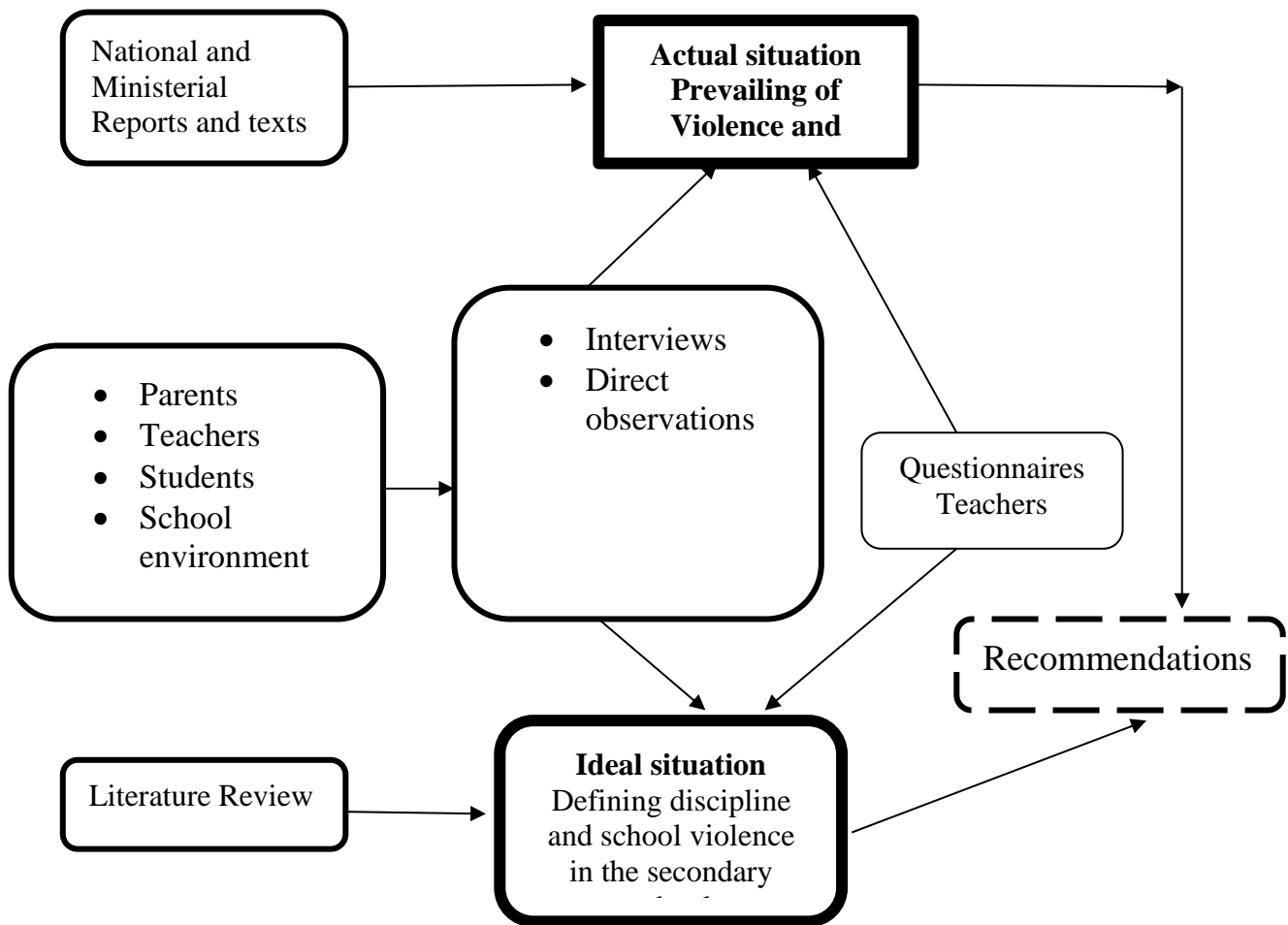


Figure 2: Frame work for Data Collection (Source: Researcher, 2023)

3.3 Site and Type of Study

The study was conducted in GBHS Etoug Ebe in Yaounde. GBHS Etoug Ebe is located in the Center region, Mfoundi Division, Yaounde VI Subdivision on Latitude $3^{\circ} 51' 25.73''$ N, Longitude $11^{\circ} 28' 59.37''$ E and elevation 739 m (Fig. 3 & 4). The institution is bordered to the North by the community of Etoug Ebe, to the West by residents of the community and the Presidential Guard camp, to the East by residence of the Catholic sisters and fire Brigade and then to the South by residents of the community and the Tradex filing station.

Yaounde is the head quarter of the Centre region which is one of the ten regions of The Republic Cameroon. The population of central is estimated at 2.5million inhabitants (National Institute of statistics-NIS, 2014). This town harbours many secondary school institutions which are both public and private in nature.

Historically, Yaounde is a colonial town which does not only harbour colonial infrastructure but also the colonial system of education. As a political capital of Cameroon since

independence, the population is made up of people from all works of life and from various cultural backgrounds. French and bilingual primary and secondary schools have been created to satisfy the educational demands of the population.

Secondary education in this region is controlled by the regional delegation which is under the tutelage control of the ministry of secondary education based in Yaounde. This is a fundamental and a correlational study which seeks to understand the relationship or the association that exist between the variables under study. The study seeks to examine how important inputs variables such as teachers motivation, discipline of teachers and students, the use and maintenance of school facilities or infrastructures and students admission influence and how they determine educational output in government secondary education.

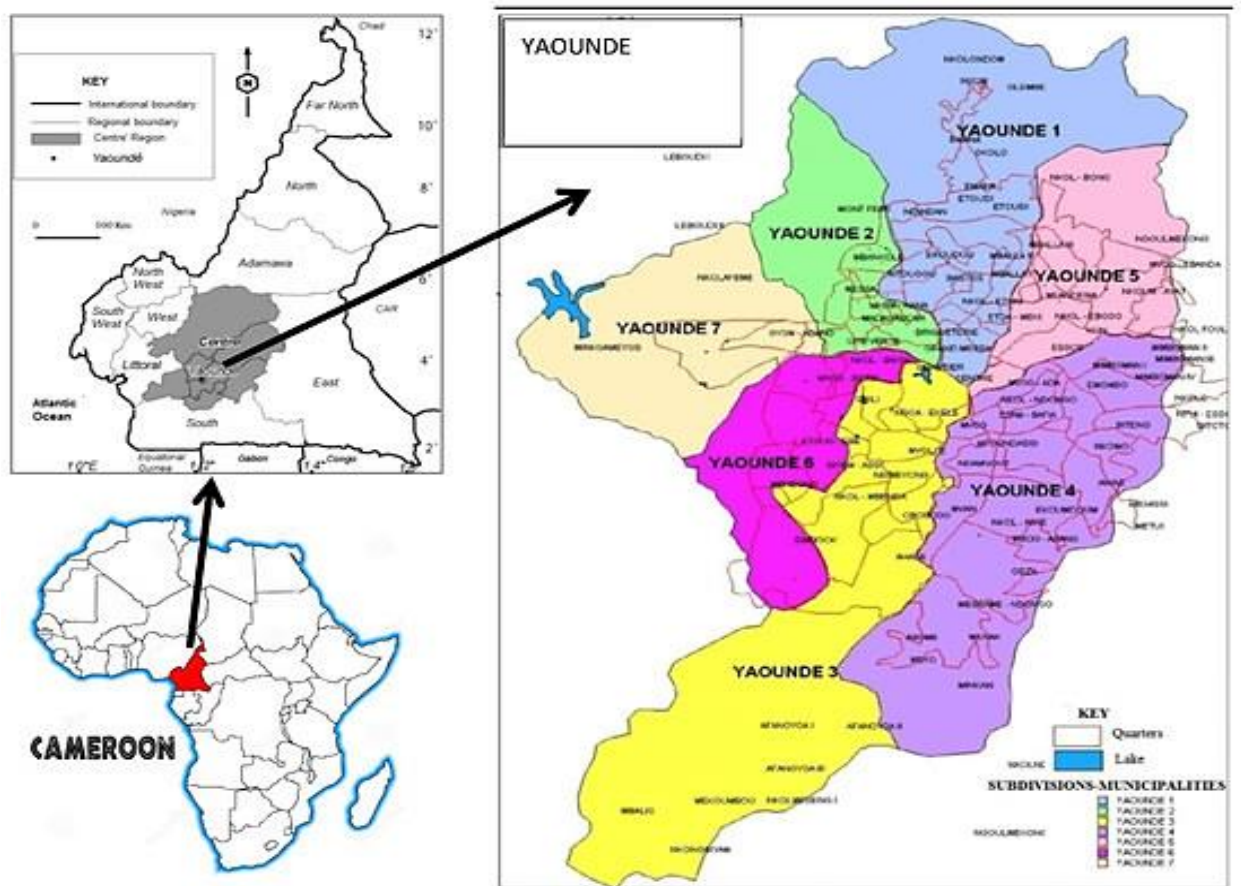


Figure 3: Location of Yaounde VI from Extract Map of Cameroon (Source: Nyamka, 2021)

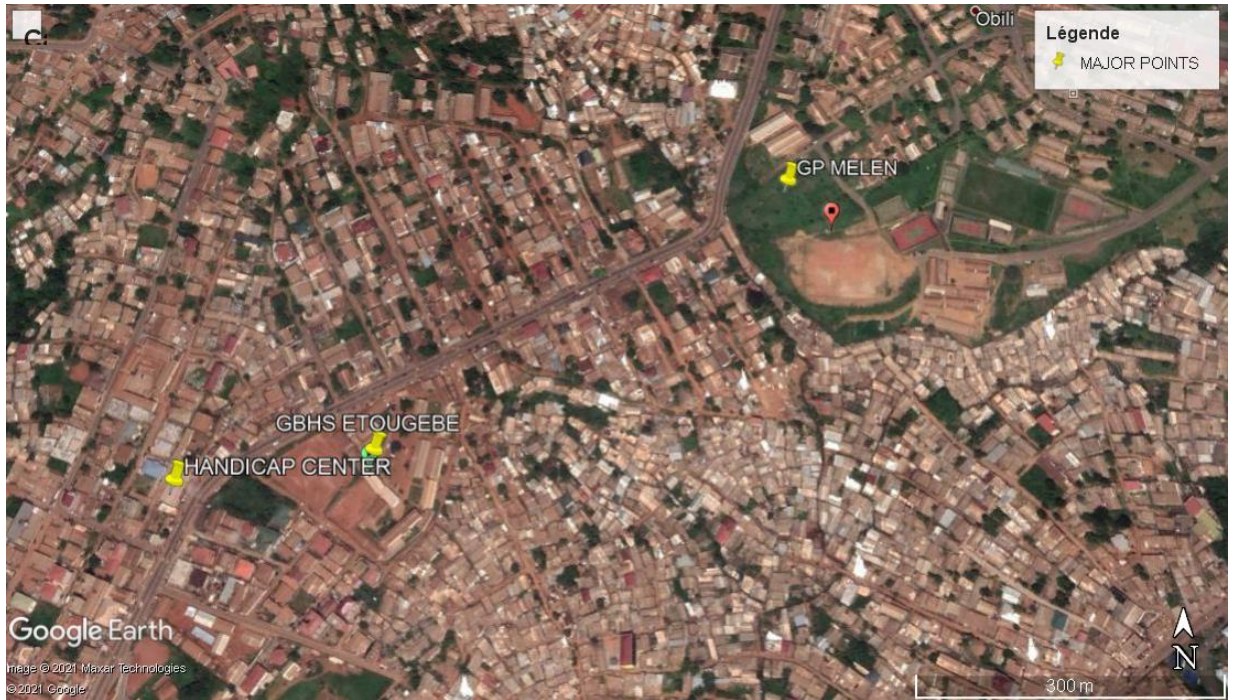


Figure 4: Location of GBHS (Modified from Google Earth © 2021)

3.4 Population of Study

The population of study is the totality of individuals having common characteristics on which the researcher bases to make inference and test the research hypotheses. The target population here is the sum total of the teachers and students in public secondary schools in the Yaounde. The Accessible population constitutes all students and teachers from Government Bilingual high Secondary Schools Etoug Ebe. These individuals are of different sexes and of various religious and cultural backgrounds. A general characteristic of this population is that they are teachers at the secondary school level. It is on this population that the results of the findings will be generalized.

3.5 Sampling Technique and Sampling

The accessible population of study is made up of teachers and students in GBHS Etoug Ebe in Yaounde. The school was selected with the use of simple random sampling technique.

3.5.1 Sampling Technique

The type of sampling technique used in this study was proportionate sampling (SRS). Sampling is vital in this research given the fact that the study is partly quantitative and we have to reduce cost and economize time while at the same time augmenting completeness and a high degree of accuracy due to limited area of operation. In the context of our study two sampling techniques were used.

The Simple Random Sampling Technique

The simple Random sampling is a probabilistic sampling which all elements have the same probability of being selected. The simple Random Sampling (SRS) is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. Within the precincts of this sampling technique, we used the lottery method to pick random samples from the population size. Names of schools were written on tags and placed in a container and stirred afterward. A tag was then drawn from the container as representative sample.

Quota or Proportionate sampling

Proportionate sampling here consists in taking representative proportions out of the population to constitute a sample for the study. From the selected school, we had to proceed to select 25 percent of teachers from each selected section to make up our respondents for the study. In each, these individuals were made up of trained teachers either from lower or higher teachers training college and were made up of men and women from various cultural and religious backgrounds. The rationale for using this sampling technique was based on the impossibility of having access to lists of members of the population of interest.

3.5.2 The Sample

Our sample in this study was made up of 193 teachers in the secondary/high school . These individuals had different characteristics; they were principals, trained teachers from public secondary schools and support staff.

3.6 Instrumentation

In order to collect data about the problem under study, four instruments were used. They are questionnaire, observation guide, interview guide and focus group discussion. These instruments belong to the quantitative and the qualitative approaches.

3.6.1 Questionnaire

The questionnaire is a standardized instrument constructed by the researcher about the research Problem under investigation which is to be used to collect information from respondents. Our questionnaire is divided into three parts. The first part enhances on respondents background information. The second part of the questionnaires deals with items on the independent variable while the third part looks at the questions on the dependent variable. The questionnaire was used to facilitate data collection and also to economise time and finances. Also, they offer the surest means on anonymity to the respondents.

3.6.1.1 Validation of Questionnaire

After the operationalization of the variables we came out with the indicators. From the indicators we constructed the instruments. The instruments were submitted to expert judges to examine the validity of their contents. Thus the type of validity established here is known as content validity. Content validity refers to the extent to which the questions on our questionnaire are related to the variables of the study and really measure what they are supposed to measure. For Marshall and Hales (1971) validity should indicate the relevance of a test for a specific purpose. It is the researcher who establishes the validity of a research instrument.

Procedure for establishing content validity

$$\text{Formula} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The rule is that for the instrument to be accepted as valid the average index must be 0.7 or above. On the table above the CVI is 0.82. Based on this result, we therefore consider our instrument valid.

3.5.1.2. Reliability of questionnaire

In order to establish the reliability of the instrument, we used the test retest reliability type or the stability reliability type. We first administered the instrument to a group of twenty teachers.

Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

Where:

$\sum \sigma_k^2$ is the sum of the variances of the k parts which are the items of the test or instrument.

σ = standard deviation of the test or instrument.

Table 1: Reliability Statistics

	Cronbach's Alpha Based on Standardized	
Cronbach's Alpha	Items	N of Items
,986	,936	54

After two weeks we re-administered the instrument to the same group of people. The scores were computed to obtain a coefficient of stability index of 0.9. This coefficient stability is significant. This shows that the instrument had a good test re-test reliability.

3.6.1.2 Data Collection with Questionnaire

As already mentioned above, the rationale for using questionnaire in this study is based on the fact that they facilitate data collection thereby economizing time and financial resources. A total number of 215 questionnaires were administered to respondents with the intension of data collection. In order to do this, we sought the collaboration of the school authority who gave us the right to contact the teachers and distribute the instrument to them in their respective classes. Some of the questionnaires were collected on spot for those who had time to fill them while the rest were collected on rendez-vous. The collection of data with the questionnaire took us a time span of about two months (9th of September 2021 to 16th of November 2021). This was based on the fact that the field of study was vast.

3.6.2 The Observation Guide

An observation guide is an instrument elaborated by the researcher in order to collect data about the problem under observation through the use of the senses. Amin (2005) underlines that observation is a method of data collection that employs vision as its main means of data collection. It is a process in which one or more persons examine what is happening in a real life situation and then classify and record pertinent happenings according to some planned scheme. In order to prepare for this observation so as to collect valid data, the cooperation of the school administration was sought. After the definition of the aims of the observation we had to build technological gadgets and adopt appropriate strategies in order to avoid the distortion of phenomena under observation. We paid at least five visits to the school so as to be taken for granted during observation sessions. The type of observation used in this study was direct and indirect observation. We used observation because through it first-hand information is obtained thereby reducing the myopic representation of the problem under study. Using instruments such as pens, papers and cameras, data was collected from the natural environment.

3.7 Data analysis technique

The data collected from the field with the use of questionnaires were analyzed using the Spearman correlation index and multiple regression analysis.

3.7.1 Spearman Correlation

Spearman Correlation is expressed as:

$$r_s = 1 - \frac{6\Sigma D^2}{n(n^2 - 1)}$$

Where:

Σ = sum

D is the difference between the ranks of X and the corresponding ranks of Y

n= the number of paired ranks

Table 2: *Recapitulative table of variables*

Research hypotheses	Specific hypothesis	Independent variable	Indicators of independent variables	Dependent variable	Indicators modalities	Measuring scale	Statistical tool			
There is a relationship between Educational inputs and school internal efficiency	Teacher characteristics influence school students' violent behaviours	Teacher characteristics	-Teacher discipline	Students	-Physical violence	-Strongly agree	Ordinal scale	-Spearman correlation		
			-teachers involved in truancy	Violent Behaviour	-verbal violence	-Agree				
			-corporal punishment	Students	-emotional violence	-Disagree				
			-Commitment and assiduity to task			-Strongly disagree				
			-Effective presence							
	There is a link between Counselling Services and students' violent behaviours		Counselling Services	Teacher characteristics	-Teachers attitudes towards students				Ordinal scale	-Spearman correlation
					Verbal aggression	Students	-Physical violence	-Strongly agree		
					-Counsellor attitude towards students	Violent Behaviour	-verbal violence	-Agree		
					-Counsellor commitment	Students	-emotional violence	-Disagree		
					-Counsellor relationship with students			-Strongly disagree		
-Effective counselling										

Student factors affects students' violent behaviours	Student factors	<ul style="list-style-type: none"> - Student quality (intellectual readiness) -attitude -Engagement -Effective presence -Socioeconomic background -Student motivation - peer groups influence 	Students Violent Behaviour s	<ul style="list-style-type: none"> -Physical violence -verbal violence -emotional violence 	<ul style="list-style-type: none"> -Strongly agree -Agree -Disagree -Strongly disagree 	Ordinal scale	-Spearman correlation	
The quality of parental collaboration with school administration influences students' violent behaviours		parental collaboration with school administration	<ul style="list-style-type: none"> -interest -parental commitment - Political Context -School Vision -Communication Skills -home discipline -follow up -school visitation -active PTA 	Students Violent Behaviour s	<ul style="list-style-type: none"> -Physical violence -verbal violence -emotional violence 	<ul style="list-style-type: none"> -Strongly agree -Agree -Disagree -Strongly disagree 	Ordinal scale	-Spearman correlation

CHAPTER 4:
PRESENTATION OF RESULTS AND
DISCUSSIONS

4.1 Introduction

This chapter sets out to present field data and also to do discussion of findings. It is divided into two parts. The first part deals with data presentation which will be presented in two folds, viz: descriptive statistics and inferential statistics; while the second part handles discussion of findings. This will be done with more backings from elements of literature, theories and field statistics.

4.2 Descriptive statistics

Table 3: *Background Information of Respondents*

Items	Modalities	Frequency	Percentage
Sex	Male	91	47.15
	Female	102	52.84
Educational level	A/L	88	45.59
	Bachelors	60	31.08
	Masters	30	15.54
	Others	15	7.77
Professional qualification	CAPIEMP	15	7.77
	DIPES/DIPET I	87	45.07
	DIPES/DIPET II	91	47.15
Working Experience	1-5 years	76	39.37
	6 -10 years	80	41.45
	11-15 years	37	19.17

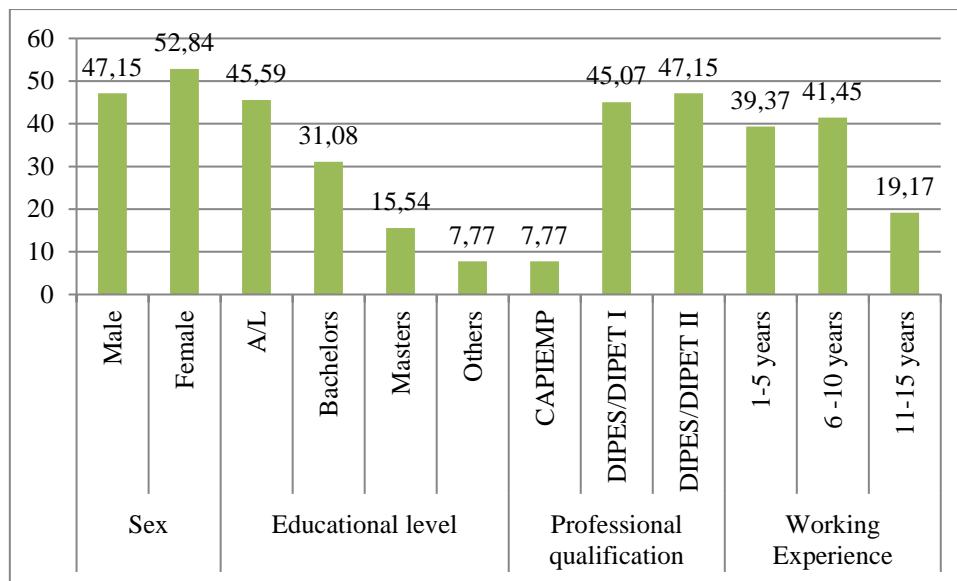


Figure 5: Chart on Background information of Respondents

Table 3 and the chart above (Fig. 5) present data on respondents' background. Here we realize that 47.15 and 52.84 percent of the respondents were both male and female respectively. Concerning their educational level, 45.5%, 31.08%, 15.54% were holders of advanced level, bachelors and master's degree respectively. Concerning professional qualifications, 7.77%, 45.07% and 47.15% of the respondents hold CAPIEMP, DIPES I and DIPES II respectively. On working experience, 39.37%, 41.45% and 19.17% of the respondents had working experience of 1-5 years, 6-10 years and 11-15 years respectively.

Table 4: Descriptive statistics on teachers' characteristics

	N	Min.	Max.	Mean	Std. Deviation
Most teachers are well discipline and are like role models to students.	193	1.00	3.00	3.8497	.73825
Some teachers involved in some delinquent behaviours like smoking, consumption of alcohol, quarrelling etc.	193	1.00	4.00	1.9430	.77853
Teachers give corporal punishment to recalcitrant students	193	1.00	4.00	1.2015	.82521

Teachers are very assiduous and committed to task execution	193	1.00	4.00	3.8446	.76150
Some teachers verbally assault students when they are offended by them.	193	1.00	4.00	1.2694	.92418
Teachers attitudes towards students who commit crimes are very negative	193	1.00	3.00	2.0207	.73569
Teachers are actively involved in implementing disciplinary measures laid down by the school.	193	1.00	3.00	2.0311	.76313
The use of the cane is very frequent in your school	193	1.00	4.00	1.2798	.90396
Teachers create a enabling learning environment to students and students do not learn out of fear.	193	1.00	4.00	2.1917	.84750
Valid N (listwise)	193				

The table on descriptive statistics (Table 4) above presents statistics based on teachers characteristics and how it enhances students discipline in the secondary school. The first item reveals with the mean of 3.8497 and standard deviation of 0.73825 that most of the respondents disagreed with the statement that most teachers are well discipline and are like role models to students. This is however true because we observed that most teachers are smokers and drunkards and are already identified by their students as such. This means that some teachers negatively model bad behaviours in their students. In the second item, most of the respondents agreed with the mean of 1.9430 that some teachers are involved in some delinquent behaviours like smoking, consumption of alcohol, quarrelling etc. These are vices that are not supposed to be practiced in the school milieu because it is a character molding institution. In this light most students will only emulate bad behaviours. Furthermore the mean of 1.2015 in the third item indicates that respondents accepted that Teachers give corporal punishment to recalcitrant students. This is one of the factors that engender students' indiscipline behaviours. It logically does not sound right for teachers to punish students for the same crimes they commit themselves. Teachers come late but are not punished; when students come late, they are punished. Students therefore may have to retaliate against such malpractice and unequal

treatment. In the fourth item, respondents in their majority (mean 3.8446) indicated that Teachers are not very assiduous and committed to task execution, yet they keep punishing students as indicated in item 8 where the cane is used to create fear in the learning environment (mean 1.2798). As such they should not expect their students to be completely different. Some teachers verbally insult students. This could create enmity between teachers and students which may lead to several violent consequences for both. Note should be taken that students are adolescents and at the same time consider themselves as young adults and would also want to deserve some respect from other human beings including their teachers too. Summarily, it could be said that most of the indiscipline behaviours in many schools are caused by teachers' indiscipline behaviours. Students' violence is just a response to stimuli in most cases.

Table 5: *Descriptive statistics on counsellor services*

	N	Min.	Max.	Mean	Std. Deviation
School counsellors frequently make seminars to reinforce students ethics and morals	193	1.00	4.00	2.8420	.80826
Students come for counselling services very frequently	193	1.00	4.00	3.1451	.82265
Counsellors are effectively committed to providing effective counselling to students in difficulties	193	1.00	4.00	2.8347	.68654
Counsellors collaborate with hierarchy to solve issues related to indiscipline and violence	193	1.00	4.00	1.2591	.86917
Counsellor maintain a positive relationship with recalcitrant students	193	1.00	4.00	2.2280	.82275
Counsellors have been victims of students violence in school	193	1.00	4.00	3.2902	.78313
Counsellors are effectively using varied skills to handle serious cases of drug consumption and addiction among students	193	1.00	4.00	3.0021	.76757

Valid N (listwise)

193

The table above presents respondents (Table 5) data on counselor commitment in handling students' violence in secondary school. In the first item most of the respondents disagreed that School counselors frequently make seminars to reinforce students' ethics and moral behaviours. This means that guidance counselors are not actually doing their job as expected. Also students do not come for counseling sessions as indicated in the second item. (Mean; 3.1451). These two statements could enable us to conclude that guidance and counselors do not carry out effective group and individual sessions. They are not helping students to cope sufficiently and when they are frustrated, they easily react violently. This also shows that there is hardly effective collaboration between hierarchy and counselors to effectively enhance students discipline as indicated in the fifth item. In the sixth item most of the respondents disagreed (mean 3.2902) that counselors have been victims of students' violence in school. This could be very true because most of the counselors carry out administrative work rather than doing counseling and orientation itself. If they were to get into serious interaction with the students, they would certainly have individual differences and reactions some of which may be violence in nature. In the last item, respondents disagreed (Mean 3.0021) that Counselors are effectively using varied skills to handle serious cases of drug consumption and addiction among students.

Table 6: *Descriptive statistics on students' characteristics*

	N	Min.	Max.	Mean	Std. Deviation
Many students are addicted to drug consumption and drug abuse	193	1.00	4.00	1.0207	.68434
Students learn violent behaviours from their peers in school	193	1.00	4.00	1.3420	.76182
Some students attitude towards schooling are not always positive	193	1.00	4.00	1.9948	.72527
Many students are cigarette smokers, alcoholics, etc	193	1.00	3.00	1.9741	.71760

The students-teacher–counsellor ratio is high and prevents effectiveness	193	1.00	3.00	2.1865	.53660
Most students are involved in clubbing activities	193	1.00	3.00	1.7254	.67872
Generally students are very disciplined and do learn effectively.	193	2.00	4.00	3.6528	.60269
Valid N (listwise)	193				

The table above (Table 6) presents variations on students characteristics is the secondary school. In the first item, most of the respondents strongly agreed (Mean; 1.0207) that Many students are addicted to drug consumption and drug abuse. With these recalcitrant students in the school, it could be deduced that violence in the school milieu cannot be avoided. This category of students would normally teach their peers to become like them and this is evident in the second item where most of the respondents agreed (mean 1.3420) that students learn violent behaviours from their peers in school. This would therefore mean that if the undisciplined students are dismissed from the system, the school may have the possibility to have morally or virtuous students. In the third item most of the respondents agreed that some students' attitude towards schooling are not always positive. From observation, we observed that many students would always want to spend time out of the classroom and the school campus. Many students are involved in cigarette smoking, alcoholism, and all forms of crime. From the data collected, it is observed that students are responsible for various types of student indiscipline behaviours in the secondary school.

Table 7: *Descriptive statistics on parent-teacher collaboration*

	N	Min.	Max.	Mean	Std. Deviation
All Parents effectively attend PTA meetings	193	1.00	4.00	3.0052	.81966
Cases of indiscipline are discussed in PTA meetings	193	1.00	3.00	3.0622	.68941
The establishment of school rules were done in collaboration with parents	193	1.00	3.00	3.9845	.74636

Parents are aware of school rules and regulations	193	1.00	4.00	3.4508	.90652
Parents are aware of their responsibilities towards the school	193	1.00	4.00	1.4508	.89496
Parents collaborate with school administration/teachers to enhance effective discipline and learning	193	2.00	4.00	3.6943	.59932
Teachers frequently collaborate with parents on students' academic performance in specific subjects.	193	1.00	4.00	3.2073	.92902
Parents report cases of violence perpetrated by the children to school authorities	193	2.00	4.00	3.2746	.57936
Parents are represented during disciplinary councils	193	1.00	3.00	3.0518	.78223
Valid N (list wise)	193				

The descriptive statistics table above (Table 7) presents respondents data on parent- teacher collaboration with the intention to curb or mitigate students' violent behaviours in the secondary school. In the first item, the mean of 3.0052 falls in the disagreement region indicating that all parents do not effectively attend PTA meetings. This implies that most parents are not interested in collaborating with the school authorities on the education of their children. In the second item, most of the respondents disagreed with the mean of 3.266 that cases of indiscipline are discussed in PTA meetings. This means that the school itself is not very prepared to handle recalcitrant cases in collaboration with parents. In the fourth item, we realize that most respondents continue to disagree (mean=3.9845) that the establishment of school rules were done in collaboration with parents. This means that even if parents were to reinforce the rules, they would find it very impossible. In the fifth item respondents disagreed (Mean=1.4508) that Parents are aware of their responsibilities towards the school. It is obvious that parents may be aware of their responsibilities but the fact that they are not collaborating with school authorities is already an indicator that they are not carrying up such responsibilities. It may also mean that they have transferred their responsibilities to teachers; but it is very difficult for the teacher and other school authorities to single handily tackle students' violent

behaviours without the strong contribution from the home which should be provided by parents. The means of 3.6943, 3.2073, 3.2746 and 3.0518 of items six to seven all fall in the area of disagree and indicate that Parents do not collaborate with school administration/teachers to enhance effective discipline and learning; Teachers do not frequently collaborate with parents on students' academic performance in specific subjects, Parents do not report cases of violence perpetrated by the children to school authorities and that Parents are represented during disciplinary councils in school. From all indications, discipline is not meted on the students in a collaborative manner. This is one of the reasons why school principalship is actually failing to build virtuous behavioural patterns in students.

Table 8: *Descriptive statistics on students' violent behaviours*

	N	Min.	Max	Mean	Std. Deviation
Some students come to school with weapons such as needles, knives, bottles, cutlasses, etc	193	1.00	3.00	2.0052	.62498
Most students use dangerous instruments on their mates.	193	1.00	3.00	1.8653	.73064
Students are actively involved in bloodshed either in school, on the way home or in the quarters.	193	1.00	3.00	2.1865	.53660
Students frequently attack teachers verbally and physically	193	1.00	3.00	1.7254	.67872
Most students are involved in stealing, lies telling, rape etc	193	1.00	4.00	2.6528	.60269
Some students copy violence from their violent teachers	193	1.00	3.00	1.7254	.67872
Valid N (listwise)	193				

The descriptive statistics table above (Table 8) present's respondents' statistics on students' violent behaviours in the secondary school. The first item reveals with a mean of 1.0052 that some students come to school with weapons such as needles, knives, bottles, cutlasses, etc. It is the very presence of these instruments in the school premises that render the school environment virtually unsafe both for teachers and students. With this, teaching and learning cannot go on effectively because it can be interrupted at any time. In the second item respondents accept that students use these dangerous instruments on their school mates and this leads to bloodshed in the school milieu. Also students frequently attack teachers physically and verbally and this is accompanied by various forms of crime like stealing, raping, sexuality, and smoking. As such these recurrent violent behaviours are copied by students with weak minds.

4.3 Inferential statistics

Hypothesis one

Ha1: There is a link between Teachers' characteristics and students' violent behaviours

H01: There is no link between Teachers' characteristics and students' violent behaviours

Table 9: *Correlations on Teachers' characteristics and Students' discipline*

		Teachers' characteristics	Students' violent behaviours
Spearman Rho	Correlation	1.000	.625**
	Coefficient		
	Sig. (2-tailed)	.	.000
	N	193	193
	Correlation	.625**	1.000
	Coefficient		
violent behaviours	Sig. (2-tailed)	.000	.
	N	193	193

** . Correlation is significant at the 0.01 level (2-tailed).

The table above (Table 9) is on correlations on Teachers' characteristics and students' violent behaviours .The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Teachers' characteristics has a significant influence with students' violent behaviours. The

correlation coefficient is 0.625 indicating that Teachers' characteristics as an independent variable influences students' violent behaviours by 62.5 percent. The correlation coefficient is positive, thus indicating that the better Teachers' characteristics is optimized, the more students' violent behaviours is achieved.

Hypothesis two

Ha2: There a relationship between Counsellor Effectiveness and Students' violent behaviours

Ho2: There no relationship between Counsellor Effectiveness and Students' violent behaviours

Table 10: *Correlations on Counsellor Effectiveness and Students' violent behaviours*

		Counsellor Effectiveness	Students' violent behaviours
Spearman Rho	Counsellor Effectiveness	Correlation Coefficient	1.000
		Sig. (2-tailed)	.737**
		N	.000
	Students' violent behaviours	Correlation Coefficient	193
		Sig. (2-tailed)	193
		N	.737**
		Sig. (2-tailed)	1.000
		N	.000
		N	193
			193

** . Correlation is significant at the 0.01 level (2-tailed).

The table above (Table 10) is on correlations on Counsellor Effectiveness and Students' violent behaviours. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Counsellor Effectiveness has a significant influence with Students' violent behaviours. The correlation coefficient is 0.737 indicating that Counsellor Effectiveness as an independent variable influences Students' violent behaviours by 73.7 percent. The correlation coefficient is positive, thus indicating that the better Counsellor Effectiveness is optimized, the more Students' violent behaviours is achieved.

Hypothesis three

Ha3: There is a relationship between *Students' characteristics* and Students' Discipline Students' violent behaviours.

Ho3: There is no relationship between *Students' characteristics* and Students' Discipline Students' violent behaviours.

Table 11: *Correlations on Students' characteristics and Students' discipline*

		Students' characteristics	Students' violent behaviours
Spearman Rho	Students' characteristics	Correlation Coefficient	1.000
		Sig. (2-tailed)	.541**
		N	.000
		N	193
Students' violent behaviours		Correlation Coefficient	.541**
		Sig. (2-tailed)	1.000
		N	.000
		N	193

** . Correlation is significant at the 0.01 level (2-tailed).

The table above (Table 11) is on correlations on Students' violent behaviours and Students' violent behaviours. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Students' violent behaviours has a significant influence with Students' violent behaviours. The correlation coefficient is 0.541 indicating that Students' violent behaviours as an independent variable influences Students' Discipline by 54.1 percent. The correlation coefficient is positive, thus indicating that the better Students' violent behaviours is optimized, the more Students' violent behaviours is achieved.

Hypothesis four

Ha4: Quality of Parental collaboration with school administration affects Students' violent behaviours

Ho4: Quality of Parental collaboration with school administration does not affect Students' violent behaviours.

Table 12: *Correlations on Quality of Counselling and Students' discipline*

		Parental collaboration with school administration	Students' violent behaviours
Spearman Rho	Parental collaboration with school administration	Correlation Coefficient	1.000 .632**
		Sig. (2-tailed)	. .000
		N	193 193
	Students' violent behaviours	Correlation Coefficient	.632** 1.000
		Sig. (2-tailed)	.000 .
		N	193 193

** . Correlation is significant at the 0.01 level (2-tailed).

The table above (Table 12) is on correlations on Parental collaboration with school administration and Students' violent behaviours. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Parental collaboration with school administration has a significant influence with Students' violent behaviours. The correlation coefficient is 0.632 indicating that Parental collaboration with school administration as an independent variable influences Students' violent behaviours by 63.2 percent. The correlation coefficient is positive, thus indicating that the better Parental collaboration with school administration is optimized, the more Students' violent behaviours is achieved.

4.4 Discussion of findings

This study investigates the relationship between guidance counselling and students discipline within the context of secondary education. The discussion of findings here will be carried out with reference to the theoretical framework and the elements of literature review and qualitative data. The fundamental questions that guided this study were as follows:

- What relationship exist between teachers' characteristics and Students' violent behaviours?

- How does Counsellor Effectiveness influence Students' violent behaviours?
- What association exists between Students' characteristics and Students' violent behaviours?
- Is there a relationship between Parental collaboration with school administration with school administration and Students' violent behaviours?

Hypothesis one

The first hypothesis sets out to assess the effects of teachers' characteristics on Students' violent behaviours in GBHS Etoug Ebe. Statistically, the spearman correlation of 0.625 indicated that teachers' characteristics influences Students' violent behaviours by 62.5%. The level of significance (*P-Value*) of 0.00 reveals that the probability of making an error of accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that teachers' characteristics in secondary schools significantly affects Students' violent behaviours. This result ties with the principles of behaviourism whereby it is believed that human beings are the products and producers of their environment (Bandura, 1974, 1977, 1986). These findings corroborated with the Grambs' (1970: 350) who points out that *"there are discipline problems that arise from the inadequacies in the teacher, from his own intolerance or lack of insight into youth, will respond only to critical self-analysis. Inadequacies in the teacher may be sub-divided into lack of social skills and lack of teaching skills"*. This could lead to a lot of inadequacies in the exercise of their duties which can intern cause indiscipline in students. Some Teachers/Counsellors may lack enough authority to maintain a calm classroom suitable for teaching and learning. This can be very common with female teachers who teach in the senior secondary.

The majority of the teachers do lack pedagogical skills. In most cases a handful of them seem not to be devoted to their job. Lack of professional consciousness and punctuality can cause students to copy wrong examples. A Teacher/Counsellor teacher is a model to students. When he exhibits lateness and not assiduous attitudes for instance students would likely imitate him. When this happens, it will be termed indiscipline on the part of the students. This is based on fact that students can learn through observation and imitation of the role model. (Bandura, 1977). In the same light, Tanyi (2008) explains that *"we learn through imitation in a situation where there are more or less reproduce the observed behavioural features of other members"*. This means that the level of students' discipline can be determined by teachers' behaviours. A disciplined teacher would certainly have a discipline classroom and vice versa.

Pedagogically, the teacher can avoid indiscipline behaviours by arousing firstly student interest and readiness and learning objectives for the lesson before presenting materials to be learnt. This is because:

What interest a pupil will motivate him or her, what does not interest a pupil will not motivate him or her. If pupils perceive a subject, topic or lesson as having a particular value for them, they will be more disposed to study it. On the contrary, if they find that the subject does not relate to their personal interest, they may respond negatively or apathetically (Tambo, 2003).

This implies that teachers who always endeavour to link learning tasks to students' interest would likely have focused and disciplined students.

When Teachers/Counsellors present materials in a systematic and clear manner, students will hardly disturb because the lesson is well understood. Here, most new and untrained teachers will face serious problems controlling students' behaviours. Because of this Grambs (1970: 346) notes that "*one of the greatest concerns of beginning teachers is that of establishing and maintaining order in the classroom [...] His ability to deal effectively with discipline problems may be confused by the conflicting suggestions of his fellow teachers*". It is obvious that old and experienced teachers would be able to control students' disruptive behaviours than new ones.

In order to maintain discipline, Dunkin (1987), calls for quality instruction which is providing specifications of learning objectives and learning procedures to students, optional sequencing of learning activities, clarity of teacher language, and appropriate accommodation of special needs and characteristics of the learners. Finally Chandler et al.; (1977) ponder that "*a school is as good as its teachers*". This means that discipline teachers produce discipline students while indiscipline teachers produce indiscipline students. A teacher therefore should be authoritative in the classroom. Being an authority and in authority is when he/she knows his/her subject matter and how to present it, thus functioning as a leader and creating good discipline in his/her students. Being an authority however is when the teacher is able to keep his/her class under control (Salla, 2004 In Anja, 2006).

The principal of the school is the highest personality of the school who directs and manages the available resources in order to enable the school as an enterprise achieve its objective as supposed. He is the leader who assures the qualitative and quantitative output of the school system. Fonkeng & Tamajong (2009), define leadership as "*the ability of a manager to influence subordinates to voluntarily make efforts towards achieving organizational goals or objectives*". In order for this to be possible, this has to use a lot of authority which is the

ability of getting things done through people. The principal could be held accountable for the success and failure of the school system.

The principal is supposed to be a role model to be copied by other teachers. If he does not enforce rules related to teachers' punctuality and assiduity most teachers would not take their job seriously. If he is unable to fully coordinate teachers to meet school objectives; it means that he has failed in his mission. This would likely reduce educational quality as program coverage will not be effective, thereby leading to poor students' academic output in official examinations. By implication when teachers are indisciplined in the execution of their duties, students would certainly imitate them and vice versa. This would reduce the educational efficiency of the school system. This will lead to a lot of wastage of human, material and financial resources. It appears there are also a number of ghost teachers who have abandoned their teaching job to other countries to get blue-collar jobs and most principals are accomplices to this as they keep on giving them coverage. Above all, Wilkins (1975) opines that "*The school head must ensure that his staff is punctual, efficient in performing all duties assigned, and maintain the respect which the profession should command from pupils and public*".

Hypothesis Two

The second hypothesis sets out to assess the effects of Counsellor Effectiveness on Students' violent behaviours in GBHS Etoug Ebe. Statistically, the spearman correlation of 0.537 indicated that Counsellor Effectiveness influences secondary school Students' violent behaviours by 53.7%. The level of significance (*P-Value*) of 0.00 reveals that the probability of making an error of accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that the Counsellor Effectiveness in secondary schools significantly affects Students' violent behaviours. The quality of guidance counsellors first of all could strongly be determined by the quality of professional training they received in the training school.

The implications of this for guidance and counselling are that the teacher has to see those aspects of the home (for example, inept parents), society (violence, drugs and other substances of abuse) and the school (school culture and ethos, rules and regulations) that produce or determine negative perception of guidance counsellors in students. It also has implications for changing behaviours by rewarding acceptable social norms. Here it is clear that it is not only the learnt behaviour that can pose a problem according to behaviourist but perceived behaviour could equally pose a serious problem given that serious problems through the process of individual or group perceptions. It is therefore in the interest of guidance counsellors to

augment their socialisation rhythm in order to modify or completely change student perceptions about their services. This could go a long way in curbing students' indiscipline behaviours. Also, strong collaboration between the Guidance counsellor and other education stakeholders could equally play a significant role in presenting the importance of guidance and counselling services to students on a regular basis. This could go a long way to affect students' perceptual processes on it. This means that the counsellor has to apply the principles of social constructivism in order to enhance students grow along the zone of proximal development of the knowledge of guidance and counselling services. This will augment the frequency of visits and interactions between learners and counsellors, and as such mindsets will be modified subsequently. However, counsellors must admit that most students develop negative attitudes towards counselling services due to ignorance; and if they know what they are supposed to know about the importance of such services, their mentalities will obviously change as expected. It is however true that this change cannot be achieved by the counsellor but he/she is better placed to ignite the process and then incorporate other stakeholders in need be. The counsellor by his training has the right to use skills of diagnosis in identifying and selecting extreme student indiscipline behaviour cases for readjustments. This goes a long way in curbing indiscipline behaviours because extreme recalcitrant cases within the school could act as a contagion to increase even more severe cases of student misbehaviours which would affect students learning adversely. This is because behaviour is not only perceived but it is also learned; and learned adverse behaviour is also very dangerous (Bandura, 1974). The environment is a crucial factor in determining student behaviours especially through perceptions. This means that the social physical and psychological design of the school environment has to be done with a focus on the various inherent determinants that could have a bearing on indiscipline behaviours on the part of the students. But not should be taken that teachers, counsellors and administrator indiscipline behaviours could also have a bearing on students behaviours since teachers as well as administrators and counsellors are natural role models in every educational institution; and students also learn or copy many behaviours from them either consciously or unconsciously. For instance, if a teacher or school administrator is a smoker, he has to be aware that each time his students see him smoking either in or out of campus, they have already learned that behaviour from him. This goes a long way to stress that some of the indiscipline behaviours portrayed by students could be caused by teachers and administrators as well.

Also reference can also be made on guidance counsellor personal factors such as commitment and assiduity to work, his attitude towards his clients, his job, colleagues and hierarchy. These are significant aspects which have been used in this study to measure this construct.

Biswalo (1996) noted that secondary schools have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interest and unlimited potentials and to prepare those individual to become effective functioning members of their changing societies. Moreover, Mutie and Ndambuki (2002) as cited by (Salgong et al., 2016) point out that most of the students in secondary schools comprises of adolescent marked by emotional development that include mood swing, enthusiasm, tenderness, cruelty, curiosity and apathy, it is marked with increase in crime and delinquency. For instance secondary schools have been associated with students' unrest. (Salgong, Ngumi and Chege, 2016). This antisocial behavior could be a mirror image of violence. Individual or collectively should eschew violence as a way of solving problems in favor of dialogue as stated (Ndu, 2004). Effective guidance and counselling service need to be based on a complete understanding of student experience. Thus effective guidance and counselling service are not only crucial for those student who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004). Therefore all students would require guidance and counselling service in order to develop their academic, social and personal competence. Counselling is also a method of behaviour change. The government of Kenya recognizes the effective of guidance and counselling. Infraction that require guidance and counselling according to Salgong et al. (2016) include assault, arson, fighting, theft, vandalism, destruction of school property, harassment, riots, rape and loss of lives. All these incidents of violence were supposed to push stakeholders to strengthen guidance and counselling service in enhancement of student discipline in secondary schools. The current obstacles of guidance and counselling in secondary schools. Guidance and counselling departments were established in Cameroon to address academic career and discipline issues are negative attitudes by teachers, parents and school administration towards guidance and counselling service as stated by Muite and Ndambuki (2002), another challenge was incompetence among school counsellors who were merely appointed by Teachers Service Commission without proper training. Guidance and counselling status in enhancing student discipline in Cameroon have struggled with the problem of lack of recognition and the realization of guidance and counselling as integral part of education and growth of every child. While some heads of schools made time available for counsellors to provide counselling service to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it as an after-school activity. They see the education of the child as

merely the provision of academic knowledge and skills in reading and writing. Hence most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on life. Generally student failed to cope with a number of situations such as unemployment and if employed they either failed to keep the job. There is enough evidence that lack of guidance and counselling to students leads to indiscipline in schools. Similarly, whenever students are less involved in decision making they are highly likely to react negatively by getting involved in indiscipline cases. Further, when the administration imposes things to students rather than focusing on dialogue, students become indiscipline. As evident from the findings, students engage in unfriendly behavior due to fear feeling of inadequacy, insecurity and poor socialization. Cheating during examination was also evident among the students and in most cases; students cause havoc so that they can find an excuse as to why they have performed poorly. Also, the status of guidance and counselling has been established in Yaounde. Particularly, lack of guidance and counselling has contributed to indiscipline cases. Further, guidance and counselling is not only for students who have deviated from the norms but for all students. Besides, there is lack of required facilities to nurture students to become functioning members of the ever changing society. Study findings have shown that guidance and counselling plays a key role in enhancing student discipline. Precisely, guidance and counselling helps students to make realistic decisions and overcome personality deficit. It helps students learn to deal with difficulties and to think critically about their lives and future. Furthermore, it increases self-awareness and brings out behaviour change for delinquent students. It is also evident that lack of guidance and counselling materials and private rooms has been a hindrance to effective guidance and counselling. Moreover, there is lack of legal and policy framework, lack of trained teacher counsellor and too much workload for teachers hence making it difficult for guidance and counselling to succeed in promoting student discipline (Salgong et al., 2016). In as much as it is true that teaching and learning cannot go on well without a disciplined atmosphere as indicated by Nanyiri (2014) stakeholders still need to support guidance and counselling services in maintaining order amongst students. Despite the crucial role of discipline in academic pursuit, enough policy seem not be adequately implemented to render it most effective. These results corroborate with the assertion of UNESCO (2000) who posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. This means that the counselling environment is a determinant to an effective counselling session in the sense that the counselee's comfort and openness to the Guidance counsellor strongly depends on it. This means that the more the environment is conducive and secluded, the more the counselling

session becomes easy. Counsellors offices used by many people and from this perspective, it becomes difficult for students to really open up to the counsellors. This means that counsellors would not be able to vividly diagnose the cause of an indiscipline behaviour for instance in student in inadequate environments. Most at time, gender disparity could create biases in counselling processes in the case where male counsellors have female students as clients. The design of Guidance counselling environment in most cases gives reason to conclude that stakeholders do not really understand its importance in the education enterprise; whereas Collins (2002) as cited by Mikaya (2012) insists that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is these attitudes, knowledge and skills that act as determinants to most indiscipline behaviours. This is because indiscipline behaviours can be taught and can be learners from the individuals' environment. Based on this Mikaya (2012) advises that it is necessary to assist young people to be disciplined; and be able to deal with the challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle counsellors need to be very professional in handling them. Learners are counselled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counselling in enhancing decent behaviours will ever remain real to them.

Hypothesis Three

The third hypothesis sets out to assess the effects of Students' characteristics on Students' violent behaviours in GBHS Etoug Ebe. Statistically, the spearman correlation of 0.541 indicated that Students' characteristics influences secondary Students' violent behaviours by 54.1%. The level of significance (*P-Value*) of 0.00 reveals that the probability of making and error of accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that the Students' characteristics in secondary schools significantly affects students' violent behaviours.

Dependence on drugs and/or alcohol is a worldwide problem. Drug abuse is defined by Ghodse (1991) as a persistent or sporadic excessive use of drugs inconsistent with or unrelated to acceptable medical practice. Narramore (1973) defines alcoholism as a disorder associated with the excessive use of intoxicating beverages. Alcohol use and abuse is certainly among the highest of all drugs affecting broad segments of the population. Most of the parents use alcohol to escape their family problems. The well-

known ill effects of alcoholism are seen through domestic violence, child abuse and loss of control (Cook 1993). Mc Whirter et al. (1998) find parental alcoholism causes emotional damage and social adjustment problems among children. According to Havemann and Lehtinen (1990) alcoholism results in poor relationships, problems and break-ups of marriages or relationships. As Le Roux (1992) puts it: Alcoholism is a stressor, which disturbs family harmony, and leads to increased indecent aggressive activity. The home with an alcoholic parent is often characterized by family conflict, arguments, incongruent communication, spouse abuse, emotional neglect and isolation of children. The children bear the emotionally disturbing experience for the rest of their lives and observe unpredictable behaviour from the parent concerned who says one thing and does another, leaving them not knowing what message to respond to (Lawson et al. 1983).

Children of alcoholics are exposed to the distressing situation whereby their parents refrain from disciplining them, but often abuse and neglect them and also assault each other.

They are likely to behave more extremely (Hertzberger, 1996). This results in children becoming tools in the struggle between parents (Royce, 1989). They become terrified, having behaviour problems within and outside the home, are confused, inattentive at school, hostile, rebellious, insecure and defensive. Some act out their resentment and frustration by engaging in vandalism, truancy and are characterized by neurotic disturbance, antisocial behaviour and suicidal tendencies (Saitoh et al., 1992).

Children of alcoholics are subjected to daily tension and pressure, which results in severe stress among school going children. In these families children's basic emotional needs are ignored and their feelings are unacknowledged. They are provided with few concrete limits and guidelines for behaviour. This ruins their lives and causes depression, temper tantrums, and disruptive classroom behaviour (Wilson & Blocher, 1990). Gress (1988) finds that emotional scars that children of alcoholics suffer are severe and their social development is retarded in such a way that the view they have of themselves is also distorted. Some children learn survival roles by being aggressive or choosing impulsive peers who agree with everything they suggest.

The above mentioned researchers emphasize that children from alcoholic families are at risk of psychodynamic problems and their problems are beyond human understanding. The life they live is unbearable and characterized by anger and fear. They are not only angry with themselves for failing to smooth things at home but also with their parents who choose to live an unpredictable life. They live in fear that if their problems become known they

will never be given the same respect as their counterparts, their peers will laugh at them and people will pity them as cowards (Gasa, 2001).

Finally, these children, especially adolescents, use fantasies to work through unresolved feelings about their families. They bring to school family roles that allow them to survive in their alcoholic homes but only to find that these roles are dysfunctional outside the home. Since a home with alcoholic parents is often characterized by family violence, these children see school as a battlefield where they expose all the negative things that are happening at home. They see teachers and peers as rivals in their war. They punish them by not obeying the school rules and this in turn affects their whole behaviour (Gasa, 2001).

It has been stressed that adolescents who live with alcoholic parents are exposed to emotional disturbing experiences. They always observe unpredictable behaviour from their parents and do not know what to expect from their parents. They are embarrassed by the behaviour of their parents and end up being insecure and aggressive.

Hypothesis Four

The fourth hypothesis sets out to assess the effects of Parental collaboration with school administration on Students' violent behaviours in GBHS Etoug Ebe. Statistically, the spearman correlation of 0.632 indicated that Parental collaboration with school administration influences secondary Students' violent behaviours by 63.2%. The level of significance (*P-Value*) of 0.00 reveals that the probability of making an error of accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that the Parental collaboration with school administration in secondary schools significantly affects Students' violent behaviours in the secondary school.

Biswalo (1996) noted that secondary schools have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interest and unlimited potentials and to prepare those individual to become effective functioning members of their changing societies. Moreover Mutie and Ndambuki (2002) point out that most of the students in secondary schools comprises of adolescent marked by emotional development that include mood swing, enthusiasm, tenderness, cruelty, curiosity and apathy, it is marked with increase in crime and delinquency.

Some parents practice aggressive acts against the children which sometimes take a form of unusually severe discipline or maybe cross the line and become child abuse. Child abuse is defined as any act of omission or commission that endangers or impairs a child's physical or emotional health and development (Pagelow, 1984). Hertzberger (1996) gives an analysis of

known cases of violence showing that at least one out of one hundred children is maltreated each year through physical, sexual or emotional abuse in America. Pagelow (1984) finds that, according to the earlier statistics in America from the National Center on Child Abuse and Neglect, over 1000 000 children are abused or neglected each year by their parents. According to Barth and Derezotes (1990), most American adolescents are abused during their high school years. There is an upward trend regarding child abuse. The statistics reveal that in 1993 about 17 000 children were abused and the number increased to approximately 36 000 in 1998 (Mwanda 2001). According to McWhirter et al. (1998) almost all children who are abused in their families find themselves at risk of future problems. Teenagers in these families have poor emotional and behavioural control. Some become easily upset, usually disturb the smooth running of the school with unusual behaviour, and have discipline problems. Abusive parents destroy personal, social, moral and physical dimensions of the child's self-concept.

Robbins (2000) agrees: Physical abuse of children is a risk factor for violence in adolescence. Adolescents who are aggressive and violent are more likely to have experienced physical abuse during childhood. Tedeschi and Felson (1993) also concur that there is intergenerational transmission of violence. Children learn to engage in violence when they observe any form of physical punishment. When the therapists were working with angry and abusive people, they find that these people were abused as children. As Robbins (2000) puts it: The findings indicate that there is greater chance of parents abusing their own children if the parents were themselves abused as children. The researchers found that the boys who continued to show aggressive patterns over a period of years were more likely to report that their parents used higher levels of punishment in disciplining them. These children are characterized by thoughts that they are bad, uncontrollable, and unlovable. Family abuse destroys their ability to trust and they end up being involved in abusive practices (Potter-Efron 1990:103). Children who have been physically abused are more likely to encode threatening aspects of social situations and to perceive threats in everyday experiences. This might expose the child to aggressive acts (Hill 2002). According to Fraczek and Zumkley (1992) if the parents punish and reject the children, those children have a greater possibility of becoming criminals/delinquents. Baron and Richardson (1994) find these abusive parents as disinterested in their child's development, lacking warmth and affection, being indifferent or permissive towards their children's expressions of aggression. It is revealed in their study that severity of punishment at age eight was related to aggressive behaviour at ages eighteen and thirty. Some parents

indirectly encourage their children to be aggressive. Antisocial aggressiveness developed because of the long-term impact of child rearing. Parents tend to practice aggression for aggression policy, for example, a boy should stand up for himself. He should learn to fight back when he is attacked (Berkowitz 1993). Berkowitz (1993) also identified some unpleasant conditions that provoke aggressiveness;

- **Mistreatment**
Parents can mistreat their children by being cold and indifferent, by inflicting brutal punishment, or not being clear and consistent in specifying what they expect of their children.
- **Parental rejection** Parents can be less affectionate.
- **Harsh parental treatment** Harsh, punitive parents are somewhat likely to produce highly aggressive and antisocial children.

According to Hill (2002), the parent's behaviour increases the likelihood of the child showing further oppositional or aggressive behaviour. Parents of antisocial children are found to be more inconsistent in their use of rules, to issue more, and unclear, commands, to be more likely to respond to their children on the basis of mood rather than the characteristics of the child's behaviour, to be less likely to monitor their children's whereabouts, and to be unresponsive to their children's prosocial behavior. Alien, Mauser, Eikholt and Bell (1994) emphasize the depression in these adolescents and lack of family cohesion and closeness. The externalizing symptoms and behaviours that they expose have been linked to parental rejection, lack of parental involvement, and harsh aversive behaviour. The lack of relatedness between adolescents and parents may remove an important behaviour-regulating influence within the family. This behaviour- regulating influence is a desire to please parents and without it, externalizing and problematic behaviours become much more common. Valois et al (2002) confirm that parental attitudes such as poor management practices, poor involvement, child maltreatment and interaction of the parent with the adolescent and poor bonding to the family put the adolescents at risk of misbehaviour. Adolescents who have been both abuse victims and witnesses to family violence exhibit significantly more behaviour and adjustment problems and are at high risk for violent behavior (Shahinfar, Kupersmidt & Matza 2001). This is also emphasized by Smith, Mullis, Kern and Brack (1999) who state that aggressive behaviour that leads to violent acts stems from a recurring pattern of physical abuse in the home. Parenting styles, the family atmosphere, variables of cohesion and adaptability,

and levels of emotionality have their levels of influencing adolescent aggression. Family interaction patterns and parental discipline practices strongly affect the development of aggressive child behaviours (Szyndrowski 1999).

Robbins (2000) found that children exposed to harsh corporal punishment are apt to manifest a variety of emotional and behavioural problems. Corporal punishment places children at risk for maladjustment and individuals who were subjected to physically abusive parenting during childhood are at risk for drug use and other delinquent behaviours during adolescence. Harsh parenting might be expected to foster child aggressiveness. Family interaction patterns and parental discipline practices strongly affect the development of aggressive child behaviour. Children who are raised in a discouraging environment may draw the conclusion that they are not worthy or good enough and do not have a place in the family. When denied anything, they respond in a way that usually is very painful to those around them, such as with physical or verbal aggression (Szyndrowski 1999). The hostile, erratic behaviour of physically abusive parents often prevents an emotional bond from developing between the parent and child. Some parents fail to manifest consistency, caring and support, and their children are likely to show less conformity to parental values and standards of behaviour. There is a relationship between exposure to severe physical discipline and a child's level of anxiety, depression, and self-esteem. Some children start to have low self-esteem, poor anger management, inability to solve problems and also display behaviours of the abuser, such as manipulation, poor impulse control, aggressive outbursts and inability to conform to the community rules (Szyndrowski 1999). They end up accepting that severe, coercive measures are a normal part of parenting, and as adults start to enact these parenting scripts to their counterparts. They see it as communicating the lesson that physical aggression is a legitimate strategy for resolving disagreements (Heavens 2001).

It has been demonstrated that the family sets the context in which children and adolescents learn to be aggressive. Excessive use of physical force on the child, or violence between parents may induce the child to act in an aggressive manner. Recent studies revealed that bullying was associated with experience of physical parental discipline style (Heavens 2001). Ziegler and Stevenson (1993) found that adolescents who are delinquents had been abused and neglected. Having experienced abuse and disrespect from their parents, they learn aggression and exploitation as a means of negotiating life. They imitate their parent's behaviour by exerting their strength on those who are less powerful. Even Adams, Gullotta and Markstrom-Adams (1994) confirm: Families can set the stage for antinormative behavioral patterns in both male and

female adolescents. Overcontrol and restrictive interactions between parent and child have been associated with aggression.

To be abused by a parent is a very traumatic event that breaks the bond between the child and the very same parent. It also disrupts the trust that the child has with the parent and eventually with any grown-up. The child ends up being so sensitive and resorts to aggressive behaviour. The child also avoids any direct conversation with his\her peers, fearing that they might discover what has happened to him\her. This means the child loses adult and peer accompaniment and this has a direct impact on the development of the child as a whole. Some children resort to attention seeking by being disruptive and very aggressive (Gasa, 2001). It has been emphasized that adolescents who were abused during their childhood are likely to be aggressive when they grow older. The abuse that they experience in their early life destroys their ability to trust people and leads them to believe that inflicting pain on others is the only acceptable norm.

For instance secondary schools have been associated with students' unrest. This antisocial behavior could be a mirror image of violence. Individual or collectively should eschew violence as a way of solving problems in favor of dialogue as stated (Ndu, 2004). Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus effective guidance and counseling service are not only crucial for those student who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004). Therefore all students would require guidance and counseling service in order to develop their academic, social and personal competence.

Despite this governments efforts, the use of guidance and counseling service was wanting in helping curb indiscipline in schools, which was increasing. Infraction that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school property, harassment, riots, rape and loss of lives. The cases had continued to increase unabated to the extent that, the government in 2001 introduced guidelines on safety in schools as stated by Simatwa (2007); Raffer and Johson (1981) maintained that, many students' discipline problems that occur in secondary schools might not exist if guidance and counseling service were correctly offered. All these incidents made it necessary to strengthen guidance and counseling service in enhancement of student discipline in secondary schools.

The current obstacles of guidance and counseling in secondary schools since 1999 when guidance and counseling departments were established in all schools in the society to address academic career and discipline issues are negative attitudes by teachers, parents and school administration towards guidance and counseling service as stated by Muite and Ndambuki

(2002), another challenge was incompetence among school counselors who were merely appointed by Teachers Service Commission without proper training. Guidance and counseling status in enhancing student discipline in Kenya have struggled with the problem of lack of recognition and the realization of guidance and counseling as integral part of education and growth of every child. While some heads of schools made time available for counselors to provide counseling service to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it as an after-school activity. They see the education of the child as merely the provision of academic knowledge and skills in reading and writing. Hence most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on life. Generally student failed to cope with a number of situations such as unemployment and if employed they either failed to keep the job.

Conclusion

The main purpose of this study was to examine the relationship between school discipline on students violent behaviours in GBHS Etoug Ebe. The independent variable of the study was operationalised in teachers' characteristics, Counseling effectiveness, Students' characteristics and collaboration between parents and school authorities. The tested of hypotheses in this study retained the specific alternative hypotheses of the study and permits us to conclude the all the variables mentioned above are significant determinants of students violent behaviors in the secondary school. The overall link between these variables could be strengthen by stakeholder involvement in improving on the quality of disciplinary procedures, approaches and techniques that are employed in the secondary school.

Recommendations

Based on the findings of the study, the following recommendations were made to stake holders.

- The government has to improve on the quality of the training programs of guidance counsellors. This would go a long way to boost the quality of guidance counsellors through salient skills acquisition which will be useful not only in maintaining students' discipline overall guidance and counselling of the students either in group or individual counselling will be improved. This training could be optimized in the form professional

growth or development programs especially for those who are on the field already. In the light the quality of internships should not be underestimated.

- The government should equally extend the securisation of secondary schools through the special police incharge of secondary schools, CSESU to more regions.
- Also school administrators should be aware that the student-counsellor ratios are too high thus engendering counsellor ineffectiveness. This large ration could be reduced by augmenting the number of counselling staff within each school.
- To the guidance counsellors, we recommend that they should be intrinsically motivated to do their job through sincere commitment and assiduity. Just being effectively present at job site is not enough. Effectively doing the job for which they are called to do would go a long way to enhance effectiveness in the process of guidance and counselling.
- The teachers are the life wire of the educational system; and as such they have to really collaborate with school guidance counsellor in maintaining proper students' disciplined behaviours. This is because indiscipline behaviours could pose severe impediments in the teaching learning transaction and prevent the school as an enterprise to attain its set objectives. This would normally lead to wastage of invested resources.
- The parent are called upon to effectively collaborate with school authorities and especially with guidance counsellors in curbing students' bad behaviours. This is because most of these behaviours are learned at home and only manifest within the school context. This means that there are certain student misbahviours which can be stopped easily with parental collaboration.

Suggestions for further study

This study sets out to assess the effectiveness of Guidance Counselling in influencing students discipline in the secondary school, and it has been realised that there is a significant relationship between guidance and counselling and students discipline in the secondary school. However, students discipline could not be influenced by guidance and counselling services alone. Other studies could be carried out to assess the influence of home environment on students discipline in the secondary school. The findings of this study could go a long way in complementing our own findings, thus widening the scope from which school discipline could be handled. Such information would tremendously assist education planners to ensure that all students have equal access to guidance services. In addition, it would contribute towards understanding the educational realities of Cameroon and will assist in the debate for a future education system.

GENERAL CONCLUSION

Throughout this study, we had as objective to assess the relationship between school discipline and violent behaviours among students in secondary schools case of GBHS EtougEbe Yaounde. This was achieved through; studying the link between school discipline and violent behaviours among students, analysing the relationship between Counsellor Effectiveness and students' violent behaviours, assessing the impact of students' characteristics which affects students' behaviour and investigating the links between parents'-school collaboration and students' violent behaviours. The significance of this study was aimed at analyzing school discipline, a link to violent behaviours in secondary school students an indicator for educational stake holders to design school code of conducts that ensure quality in students' management. This work was achieved in two parts: Part one comprises chapter one (that deals with the conceptual, empirical and theoretical background) and chapter two (that zooms into the previous literature) while Part two is made up of chapter three (dealing with materials and method used and chapter four (which presents the results, analyses the data presented, opens up debate and ends up with recommendations).

The independent variable of the study was operationalized in teachers' characteristics, Counseling effectiveness, Students' characteristics and collaboration between parents and school authorities.

It was realized that, teachers' characteristics in secondary schools significantly affects Students' violent behaviours. This result ties with the principles of behaviourism whereby it is believed that human beings are the products and producers of their environment. Equally that, the Counsellor Effectiveness in secondary schools significantly affects Students' violent behaviours. The quality of guidance counsellors first of all could strongly be determined by the quality of professional training they received in the training school. More so, the Students' characteristics in secondary schools significantly affects students' violent behaviours. Dependence on drugs and/or alcohol is a general problem in some secondary school students' who may have copied from parents or peers and consumption of this in or out of the school milieu influences student violent behaviour. Furthermore, the Parental collaboration with school administration in secondary schools significantly affects Students' violent behaviours in the secondary school. Parents abandon their children at the mercy of the school administration who greatly need parental synergy for determent of violent tendencies in their children.

We therefore recommend that the government should augment the quality of the training programs of guidance counsellors on diverse student violent behaviours, promote capacity building programs for senior discipline masters/school administration on non-corporal

punishment disciplinary schemes and provide more support to secondary schools through the CSESU. Guidance counsellors are called upon to be more devoted to service, while teachers should deter themselves from negative practices like late coming, drug/alcohol consumption around school vicinity that could be copied by students and parents should be more collaborative with the school administration to better manage students' behavioral challenges. Students discipline could not be influenced by guidance and counselling services alone. Other studies could be carried out to assess the influence of home environment on students discipline in the secondary school. The findings of this study could go a long way in complementing our own findings, thus widening the scope from which school discipline could be handled. Such information would tremendously assist education planners to ensure that all students have equal access to guidance services.

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ANNEXES

Questionnaire

Respected Respondents

I am a student of Masters level enrolled in The University of Yaounde. At present I am carrying out a research on the title “*School discipline as a correlate of students’ violent behaviours in the secondary school*”. Kindly fill the questionnaire and give appropriate answers by using a tick (√). Your responses will not only be highly-valued but will also be one of the most important contributions to this research project. Know that the information you will supply will be treated as strictly confidential. We wish to thank you in advance for your kind and objective support in this project.

1. . Gender Male Female
2. Age range 20-30years 31-40years 40years and above
3. Working experience 1-5 years 6-10 years 11 years and above
4. A victim of students violence Yes No

	<i>Teachers’ characteristics</i>	SA	A	DA	SDA
5	Most teachers are well discipline and act like role models to students				
6	Some teachers involved in some delinquent behaviours like smoking, consumption of alcohol, quarrelling etc.				
7	Teachers give corporal punishment to recalcitrant students				
8	Teachers are very assiduous and committed to task execution				
9	Some teachers verbally assault students when they are offended by them.				
10	Teachers attitudes towards students who commit crimes are very negative				
11	Teachers are actively involved in implementing disciplinary measures laid down by the school.				
12	The use of the cane is very frequent in your school				
13	Teachers create an enabling learning environment to students and students do not learn out of fear.				

	<i>Counsellor Effectiveness</i>	SA	A	DA	SDA
14	School counsellors frequently make seminars to reinforce students ethics and morals				
15	Students come for counselling services very frequently				
16	Counsellors are effectively committed to providing effective counselling to students in difficulties				
17	Counsellors collaborate with hierarchy to solve issues related to indiscipline and violence				
18	Counsellor maintain a positive relationship with recalcitrant students				
19	Counsellors have been victims of students violence in school				
20	Counsellors are effectively using varied skills to handle serious cases of drug consumption and addiction among students				

	<i>Students' characteristics</i>	SA	A	DA	SDA
21	Most students are addicted to drug consumption				
22	Students learn violent behaviours from their peers in school				
23	Students attitude towards schooling are not always positive				
24	Many students are cigarette smokers, alcoholics, etc				
25	The students-teacher-counsellor ratio is high and prevents effectiveness				
26	Most students are involved in clubbing activities				
27	Generally students are very disciplined and do learn effectively.				

	<i>Parental collaboration with school administration</i>	SA	A	DA	SDA
28	All Parents effectively attend PTA meetings				
29	Cases of indiscipline are discussed in PTA meetings				
30	The establishment of school rules were done in collaboration with parents				
31	Parents are aware of school rules and regulations				
32	Parents are aware of their responsibilities towards the school				
33	Parents collaborate with school administration/teachers to enhance effective discipline and learning				

34	Teachers frequently collaborate with parents on students' academic performance in specific subjects.				
35	Parents report cases of violence perpetrated by the children to school authorities				
36	Parents are represented during disciplinary councils				

	<i>Students Violent Behaviours</i>	<i>SA</i>	<i>A</i>	<i>DA</i>	<i>SDA</i>
37	Most students come to school with weapons such as needles, knives, bottles, cutlasses, etc				
38	Most students use dangerous instruments on their mates.				
39	Students are actively involved in bloodshed either in school, on the way home or in the quarters.				
40	Students frequently attack teachers verbally and physically				
41	Most students are involved in stealing, lies telling, rape etc				
42	Some students copy violence from their violent teachers				

APPENDICE

I. The Framework of GBHS EtougEbe

GBHS Etoug Ebe is located in the Yaounde VI Subdivision, Mfoundi division of the Centre region, Cameroon. It was created in 1991 as a secondary school, yet was transformed into a Bilingual High School in 1998. The school is bounded by community dwellers who have encroached into school landed facility. Several public security units are established a few hundred meters from the school which include; the Gendarme, Police (13^e) and Presidential Guards. The succession of Principals in GBHS Etoug Ebe is given as follow;

- 1991 - 1998: Awuru Georges
- 1998 - 2003: Mbah Mbaku Jerry
- 2003 - 2005: Titah Doh
- 2005 - 2011: Ngong Kum John
- 2011 - 2016: Tonye Jean De Martha
- 2016 - 2018: Momha Marie Madeleine
- 2018 - 2020: Ngomba Namondo Bridget
- 2020 - : Ndong née Dzenyagha Nnam-Mbi

Presently the school follows the shift system for running the academic year with 70 classes operational in the morning from 8:00-12:30 pm and 70 classes effective from 1:00pm to 5:00pm with an enrolment of approximately 7000 students, averaging 50 per class. It is a purely bilingual institution with Anglophone and Francophone streams operating simultaneously.

II. The Organizational Set Up of GBHS Etoug Ebe

The principal is the head of the school and manages both the Anglophone and Francophone sectors. The School Management Board (School Council) has elected officials Manned by the President and other executive members who boss the Principal by voting and providing resources for the smooth running of the school. 13 Anglophone and 13 Francophone vice principals follow up all pedagogic affairs while 17 senior discipline masters are responsible for

school Discipline. One bursar runs the financial transactions of the school and one stores accountant keeps record of all valid as well as depreciated assets. One chief of service exist each for the services such as; Post and peri-scholar activities, Guidance and counselling, Sports, Social services. The Library has a library attendant flagged by a few service agents assigned by the Principal. A staff strength of 300 teachers carry on competency based teaching for a student population of 6500 students of Anglophone and the Francophone section. The archives service manages all the documents of students including diplomas and certificates having 4 rotatory staff assigned by the Principal.

The Parents' Teachers association is a structure with voted members that manage resources raised by parents to assist in the development of the school.

III. Main Functions of Stake Holders in the School System

The stake holders involved in the school life who made research easier include; the Principal, the vice principals, senior discipline masters, heads of services (sports, guidance and counselling, post and peri-scholar activities).

1. The School Council

The school council also called the school management board administer the institution and is made up of 28 members.

- ✓ It is managed by an executive board who ensure the execution of the resolutions of the council.
- ✓ It adopts the projects of the the school like the 2020/2021 budget.
- ✓ It also adopts the school budget and control its execution by the Principal. The control is effected by the President of the said council who is most often present on campus.
- ✓ It approves the administrative account of the school and its administrative management.
- ✓ It approves the needs of the school in human resource, constructions, equipment and didactic materials.
- ✓ It participates in the admission of students, recruitment of contract teachers and stabilises enrolment.
- ✓ Adopts the internal rules and regulations of the school.
- ✓ Places their idea on all that concern the running of the school and school life.
- ✓ Works with the Parent Teachers association (PTA) closely for infrastructural support.

2. Administrative management

The main administrator of the school is the **Principal**. She organises collaborators and manages the entire institution with two dichotomised systems of education; the Francophone and Anglophone systems. The documentation work of the principal is assured by her secretariat and the computer unit (printing of report cards and reproduction of exams). Amongst her multifunctional roles are;

- ✓ Oversees the activities of all educational stake holders working in her service.
- ✓ Has a register of all students enrolled in school with fixed registration numbers.
- ✓ Organises a staff meeting at the beginning of every term and presides over.
- ✓ Constitutes disciplinary councils according to official texts and signs final decisions taken on students.
- ✓ Owns and utilises regulatory state texts for running of the school.
- ✓ Presides over all councils except the school management board.
- ✓ Manages credits assigned to the school and orders all expenses.
- ✓ Ensures the existence of the school cooperative and school clubs.
- ✓ Possess the school booklet to register confidential information and notebooks of correspondence followed strictly by the secretariat.
- ✓ Sets up an action plan as school budget and follows the rubrics after validation by the school council.
- ✓ Possess a register in the secretariat for recording of outgoing and incoming mails.
- ✓ Possess all list of class masters, heads of departments and school cooperative members for utilization and transmission.
- ✓ Possess and utilises a planning calendar each term an extract from the national calendar of activities.
- ✓ Receives an inventory of needs from various subject departments as well as the library, achieves unit, computer lab, multimedia resource center, the science laboratory for scrutiny and approval for supply of stock.
- ✓ Possess the end of year school report, proof of expenditure, school council and PTA end of year report.
- ✓ Admits students and part-time/contract teachers alongside the permanent commission for admission of students.
- ✓ Ensure the security of users and public property as well as environmental cleanliness.

- ✓ Ensure assumption and resumption of service record is properly kept for each staff and a register that serve as contact directory for teachers is available for easy access.
- ✓ Possess and diffuse school rules and regulations to stake holders of the school life.

The Bursar is appointed by the state and serves the interest of the state yet answerable to the Principal as immediate boss in the execution of the following functions;

- ✓ Collects all school fees school fee receipts for updates from parents or students after payment at mobile money centers.
- ✓ Serves as PTA internal treasurer who receives PTA levy and saves at a commercial bank from where withdrawal can only be assured by competent signatories.
- ✓ Makes payment to vendors after furnishing justified documents duly validated by the principal.
- ✓ Pays incentives to teachers at the end of the term.
- ✓ Pays all contract teachers duly recruited by the PTA at the end of the month.
- ✓ Makes minor purchases as emergency arises and endorsed by the Principal.
- ✓ Ensures the school possess a safe to secure financial resources and pertinent documents.
- ✓ Possess the management account and proof of expenditure.
- ✓ Equally possess and exploits the school budget of adopted by the school council and use it side by side recommendations from the Principal.

The Stores accountant is recruited by the PTA of the school and is answerable to the Principal in the execution of the following functions;

- ✓ Takes regular stock of the items owned by the school.
- ✓ Distribute purchased material to the department allocated and closely follow up use to minimise depreciation
- ✓ Is a member of the school management board to defend the resources of the school.
- ✓ Censors vendors' document for conformity before payment by the school bursar.

3. Pedagogic management

The Vice Principal serves as the dean of service in charge of pedagogic activities. 13 francophone vice principals and 11 anglophone vice principals do carry on the following functions;

- ✓ They are attributed at least 5 class rooms for pedagogic administration.

- ✓ Make suggestions to the main timetable of the school and assigned persons including teachers establish a unifying time table for the entire school.
- ✓ The school time table is available in each vice principal's office.
- ✓ There are copies of the syllabus for every discipline available with all the vice principals for follow up.
- ✓ Each vice principal has a subject discipline for follow up and accountability.
- ✓ Logbooks are available for each class handled and teachers fill this document in the classroom each day and the class prefect has the duty to bring the logbook for safe keeping in the office.
- ✓ They control the logbook at the end of each week, sign and jot irregularities in their notebook for rebuke of teachers involved.
- ✓ Each vice principal has a note book for monitoring teachers and move through their classes to effect active teaching is carried on.
- ✓ Vice principal have social media class groups (Whatapp) to disseminate distance learning resources to students through parents or guardians.
- ✓ A statistics form is controlled by vice principals bearing expected teaching hours and effective teaching hours of teachers.
- ✓ Some vice principals effect 6 hours of teaching as recommended by text per week.
- ✓ Class list bearing the names of all students in the section controlled by the vice principal is available and controlled for fee payment and regularity.
- ✓ They collect scores from teachers of various discipline and ensure they are recorded correctly in the report sheets of each student.

The Guidance Counsellor is posted to the institution by a ministerial decision and their unit is headed by a chief of service appointed by a ministerial decision. Guidance counselors play the following role;

- ✓ Co-opt the senior discipline master, vice principal, parents in the establishment of the school rules and regulations for transmission to the principal for onward transmission, study and validation for use.

- ✓ Have teaching periods in classrooms where they orientate students on career options, the choice of series, university opportunities and moral values.
- ✓ Receive students recommended by the senior discipline masters for guided advise.
- ✓ Participate actively in PTA meetings and school parents on child up bringing as well as expose common challenges faced by children at particular ages for synergised strategies.
- ✓ Attend the disciplinary council by right to advocate for reason of a particular student behaviour and plead for another chance of recovery.

The Head of department assist the vice principals in pedagogic follow up. They carry on the following activities

- ✓ They ensure teachers break up the syllabus into schemes of work for their discipline with respect to the classes they teach.
- ✓ They have a schedule for follow up of teaching with respect of the syllabus and respect of timetable hours by teachers of their discipline.
- ✓ They ensure their teachers paste the scheme of work or progression sheet established in the Log book for follow up.
- ✓ Encourage teachers of their discipline to attend departmental meeting and staff meetings.
- ✓ Submit departmental minutes periodically to the vice principal.

Class Masters are appointed by the vice principals and multifunctional in the pedagogic chain as they carry on salient functions such as;

- ✓ Ensure student's present in class actually have names pertaining to the class.
- ✓ Follow up student's performance and collaborates with parents for amelioration.
- ✓ Ensures students of the class concerned have all marks for evaluations recorded on the report spread sheet available with the vice principal.
- ✓ Counsels students of the class with particular behavioural issues and refers complicated cases to the guidance counsellor of the class.
- ✓ Represents the class administered in the disciplinary council if a case is presented for any student thereof.

- ✓ Serves as the main advocate of the class handled.
- ✓ Verify students report sheet to tie with entries provided and distribute report booklets to students at the end of term ensuring collection sheets are duly signed.

Teachers are posted into the institution by the government or are recruited as contractors by the PTA. They play an integral role in the administration and management of GBHS Etoug Ebe. During the period of intern-ship we copied the following roles of a teacher;

- ✓ They impart knowledge following the syllabus broken down into schemes of work.
- ✓ They teach following the timetable and ensure their hours provided are covered.
- ✓ They control assiduity of students by making roll call using the call register at the end of teaching.
- ✓ They equally fill the logbook after their class lessons to be exploited by vice principals and heads of departments.
- ✓ They dress decently and accurately to fit the context and gain respect from students.
- ✓ They report unbearable behavioural issues in the class room to the senior discipline master for follow up.
- ✓ They come to the classroom with their lesson preparation sheets and carry on activities planned in their lesson.

Class prefects are student leaders voted by class mates to ensure class administration in support of the main administration of the school. They are made up of a two students of the class involved, a class prefect and an assistant who play the following role;

- ✓ Maintain classroom discipline by identifying noise making students and reporting to the class teacher or class discipline master.
- ✓ Instruct students to keep quiet to minimise noise beyond which they establish a list of disturbing students and hand over for punishment if requested by discipline master or class teacher.
- ✓ Establish class cleaning daily roster to include all students and in close collaboration with the senior discipline ensure cleaning is effected.

- ✓ Follow up teacher assiduity using a daily assiduity sheet provided by the senior discipline master.
- ✓ Represent the class in any activity organised by the school cooperative (student's government).

Class delegates are student leaders voted by students of a particular class to ensure classroom management. Two class delegates are vote who play the following daily role;

- ✓ They are student representatives in the disciplinary council and school cooperative.
- ✓ They report recurrent cases of absent teachers or subject disciplines whose teachers have reluctant teachers for particular discipline to the vice principal or senior discipline master.
- ✓ They assist the class prefects in class control.
- ✓ They represent the classroom in voting the members of the school cooperative.
- ✓ They act as the principals eyes in the classroom.

4. Discipline

Stake holders involved in the domain of discipline in the institution are; the senior discipline master (SDM), the discipline master (DM or Sector Master), the class master, class teacher and class prefects.

The senior discipline Master (SDM) is appointed by the state and there are 17 senior discipline masters in the institution carrying out the following functions;

- ✓ They are allocated at least 11 classrooms each grouped into six sectors to cover the two shifts per day.
- ✓ They control entrance of students via the students' gate to commence lessons and exit at the other terminal when classes are over.
- ✓ They filter in students into school via thorough screening using metal detectors for weapons.
- ✓ They provide teachers assiduity sheets to be filled in the classroom and exploited for assiduity statistics.
- ✓ They provide assiduity registers in the classroom with class lists for roll call during each lesson to determine student absences.

- ✓ Uses indisciplined students to ensure that the school is kept clean through weed removal, dredging of run-offs, sweeping, dry cleaning, clearing bushes, digging and disposal of garbage, picking of littered wastes, planting flowers and incineration of disposed waste.
- ✓ Provide exit tickets for class prefects to monitor interclass and self-easing movements.
- ✓ Provide signed exit tickets for students justifiably going out of campus during school hours and entry tickets for those who arrive for classes late, were excused or were involved in an activity.
- ✓ Keeps a disciplinary register to check student behaviour and reports in the student's report cards for parents' appreciation.
- ✓ Transmits serious disciplinary challenges to the guidance counsellor and disciplinary council when unbearable.

The Discipline Master (DM) is recruited by the PTA and carry out the following functions;

- ✓ Assist the SDM in the executing disciplinary functions and are thus answerable to such Authority.
- ✓ Supervise students on punishment and do respect the zero tolerance to corporal punishment policy.
- ✓ Maintain an outside sitting position around designated sectors to control entry and exit from classes.
- ✓ Transmit delinquent resistant cases to the SDM for further action.

5. Management of extracurricular activities

- ✓ **Sports activities** are enhanced by the Chief of Service of sports and physical education. He plans sports lessons with teachers of the department and accompany the vice principals to ensure such are fitted on the main timetable. Other sporting events like inter class competitions, inter school school competition and official organised competitions are planned and executed by the department. Individual and collective talents of students are identified by experts in the sports department, harnessed and utilised for the collective benefit of the school and sporting career of the concerned. There are 11 functional teachers who operationalise sporting activities in GBHS Etoug Ebe Yaounde.
- ✓ **Post and Peri-scholar activities** is promoted with the active role of the Chief of Service who mobilises all involved in the school chain to participate in schemes that animate the school. Animation events include; running the school cooperative, organisation and active

involvement in international days, open door days, club activities, March past activities of official days and school competition (in arts and craft, writing, spelling, music, dance, multiculturalism and peaceful co-existence). Two other staff assist the service head to facilitate functioning.

- ✓ **Social affairs** domain is assured by a Chief of Service provided by the Ministry of Social Affairs, whose role is to censor students who are having special needs for consideration. These students include; physically challenged, those from physically challenged parents, orphans, children who have suffered abuse and those who are victims of adverse crises directly or indirectly. The chief of service equally work in close collaboration with class masters and senior discipline masters.
- ✓ The **school Infirmary** effectively operates in a unit with two nurses who are specialise in general consulting. The main infrastructure is stocked with drugs rendered favourable by the management budget and facilitated by the Principal. Female students are given special attention in the infirmary as they feel free to be supported with hygienic pads when in menstrual situations. The unit is clean and user friendly. There are 12 toilets for students separated with respect to the male and female gender and skilful cleaners are contracted to ensue effective cleaning and disinfection. Toilets are drained quarterly, meanwhile there are 6 other toilets available for use by the the teaching and support staff.
- ✓ **Security** is assured by a specialised security guard company who has at-least a 6 man qualified staff. These ensure that all the sensitive points in the school are covered and security controls are effected to minimise criminal tendencies. Security cameras are installed at sensitive parts of the school with main control pool at the Principals offices where in continues recording of the daily life of the school is done for reference in case of concern. Fire extinguishers and located round four corners of the school to minimise catastrophes in times of fire outbreak, specialised training is accorded to users.
- ✓ The **school cooperative** is made up of the student leadership of the school operated by entirely students and supervised by the Chief of Service for post and peri-scholar activities. The student leaders are elected in to posts as; President, vice president, secretary general, assistant secretary general, sports prefect, finance secretary, treasurer and two advisers. They are voted by student delegates from various classes, respecting the bilingual nature of the school and gender. They animate the school, promote self-discipline in students, enhance camaraderie, denounce addicts and organise social events in anticipation of youth day celebration. They have a budget as of right that promotes their functioning

6. The Parents Teachers Association (PTA)

The PTA is an external body made up of parents and teachers of the school who group as partners to carrying out developmental projects in the institution. They organise a general assembly of elected parent delegates of each class who vote the executive bureau. The bureau assist the school administration in the execution of projects where the state arm is slow. They carry on the following functions;

- ✓ They define a levy which is applied for payment by each student development in school.
- ✓ They recruit and pay part-time teachers.
- ✓ They build classrooms to meet the expansion of the schools' enrolment, thus support the government.
- ✓ Supports the school in payment of teachers' incentives and running of some international events like teacher's day.

7. Infrastructure management

- ✓ There are 70 classrooms that provide learning space to students in the morning and afternoon shift making an alleged 140 classroom for both shifts. The classrooms are each allocated with adequate benches. Cleaning is assured by students and repairs done by the PTA.
- ✓ One standardised office exist for the Principal and 34 partitioned Offices for administrative and support staff.
- ✓ Toilets are evenly distributed to accommodate teachers and students. The toilet for students is drained quarterly and kept clean by PTA contract personnel.
- ✓ An ultra-modern 250 seater capacity staff room exist that serves as auditorium, equipped with adequate seats and associated with gender sensitive toilets.
- ✓ A 300 seater science laboratory exist, that houses chemistry, biology, physics and geology labs attended to by a lab attendant recruited by the PTA. The lab is equipped by resources assigned from the running budget.
- ✓ A computer modern computer Laboratory exist with two rooms bearing over 60 computers, 4 projectors and printers to facilitate teaching learning. Equipping is assured from the school budget and maintenance of equipment is assured by the budget as well.
- ✓ A modern Multimedia Resource centre exist for research purposes a creation of Presidential decree with over 60 usable computers, projection system and permanent supply of internet facilities. School administrators have been appointed and directed to

take care of the centre and minimise it from depreciation. Maintenance of equipment is done from the school budget as well as purchase of resources.

- ✓ A standardised Library operates at the heart of the school with over 6000 books, more of the books being those officially recommended on the national book list. This unit is opened for exploit by students and teachers, meanwhile a rich personnel has been assigned as staff in the unit. The staff is made up of members of the teaching staff duly assigned by the principal. Resources for the school library are attained from provisions of the functional school budget.
- ✓ The Achieves unit is responsible for storage of student of teacher documentation in allocated files. These include; certificates of past exams, copies of birth certificates, current censor documents for staff, transcript, attestation of result, result slips and other useful documents. This unit is managed by a cream of assigned staff and resources for functioning are supplied from the school budget.
- ✓ The food science laboratory has 8 specialised modern cooking gas stoves with multiple cookers for serve students in routine practical and exam sessions. The lab is managed by the head to the food science department, while supplies are effected for equipping/repairs by provisions from the running budget on request.
- ✓ Spotting equipment are managed by the sports unit. These equipments include; balls, Jessy's, Nets, Rackets, tracing devises, stopwatches which are furnished by the school from the functional budget.