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DISCIPLINE MANAGEMENT STRATEGIES AND STUDENTS' DELINQUENCY IN SOME SECONDARY SCHOOLS IN MFOUNDI DIVISION YAOUNDE: CASE OF YAOUNDE III AND VI		
<i>A Dissertation submitted in partial fulfillment for the requirements for the award of a Master degree in "educational management"</i>		
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DEDICATION

To my beloved family and to all the underprivileged children in the world.

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LIST OF ABBREVIATIONS

BMLI: Board of Management of Learning Institutions

CSESU: Compagnie de police en charge de la Securite des Etablissements Scolaires et Universitaires

DM: Discipline Master

DMS: Discipline Management strategies

DV: Dependent Variables

GCE OL: General Certificate of Education Ordinary level

HR1: Research hypothesis

IV: Independent variables

LBA: Lycee Bilingue Application

MINESEC: Ministry of Secondary Education

NCRB: National Crime Record Bureau

RR: Rules and regulations

SD: Students' delinquency

SPSS: Statistical Package for Social Sciences

SRGBV: School Related Gender Based Violence

SRH: Specific Research Hypotheses

SRR: School Rules and Regulations

SWOT: Strengths, Weaknesses, Opportunities and Threats

UN: United Nations

UNESCO: United Nations Education, Scientific and Cultural Organization

UNICEF: United Nations Children's Emergency Fund

ABSTRACT

This study titled “**Discipline Management Strategies and Students’ Delinquency**” in some secondary schools in Mfoundi division: Case of Yaounde III and Yaounde VI was motivated by an empirical discovery that, despite the conviction that students are well disciplined in schools to perpetuate good morality and conduct, secondary school students are still trapped in the dragnet of delinquency. This delinquency is manifested in the form of bullying, aggression, fighting, insults, blackmail, sexual harassment and drug abuse. The research problem which is students’ delinquency was brought forth to show the gap existing between what is expected of school discipline and what obtains on the field. Based on this, four discipline management strategies; School rules and regulations, school preventive measures, school monitoring and school sanctions, were investigated. The main objective was to find out the influence of discipline management strategies on students’ delinquency and how reliable good discipline strategies can prevent delinquency in Mfoundi division. From this, four specific objectives were stated while the following research hypotheses were formulated:

General hypothesis: Discipline Management Strategies influence students’ delinquency in some secondary schools in Mfoundi division, Yaoundé.

Specific hypotheses: – **RH1:** School rules and regulations have an impact on students’ delinquency in some secondary schools in Mfoundi division. **RH2–** School preventive measures have an influence on Students’ delinquency in some secondary schools in Mfoundi division. **RH3–**School monitoring affects students’ delinquency in some secondary schools in Mfoundi division. **RH4:** - School Sanctions have an influence on the level of students’ delinquency in some secondary schools in Mfoundi division.

To test these hypotheses, the following methodology was used. It is a mixed study with cross sectional survey and exploratory case study designs. Questionnaires and Semi –structured interviews were used as instruments for data collection. Choice and reality theory, Moral development theory, the Strain theory and Ecological system theories constitute the theoretical foundations of this study. 305 students and teachers based on stratified random sampling were selected to answer the questionnaires while 4 administrators were selected for interviews through purposive sampling techniques. The Spearman ranked correlation was used to test hypothesis, frequency tables and content analysis techniques were used to analyze quantitative and qualitative data respectively. The following results were obtained:

RH1 was statistically confirmed at $r = 0.597$, $p = 0.000 \leq 0.05$ indicating a positive correlation between school rules and regulations and students’ delinquency

RH2 was statistically confirmed at $r = 0.625$, $p = 0.000 \leq 0.05$, signifying a strong correlation between school preventive measures and students’ delinquency

RH3 was statistically unconfirmed at $r = 0.097$, $p = 0.000 \leq 0.05$, signifying a weak correlation between school monitoring and students’ delinquency

RH4 was statistically confirmed at $r = 0.631$, $p = 0.000 \leq 0.05$ showing a strong correlation between school sanctions and students’ delinquency.

From these results, we conclude that, discipline management strategies influence students’ delinquency at Mfoundi division. Thus, the delinquency gap observed on students in Mfoundi division is 75% statistically linked to discipline management strategies. In view of the above, some suggestions have been made to educational promoters, school administrators, students and parents which can help minimize the level of students’ delinquency in Mfoundi division in particular and Cameroon in General.

Key Words: Discipline, Management Strategies, Students, Delinquency, Management.

RÉSUMÉ

Ce travail intitulé « Stratégies de management de la discipline et délinquance des élèves dans quelques établissements d'enseignements secondaires dans le département du Mfoundi : Cas de Yaoundé III et Yaoundé IV » a été motivé par une découverte empirique selon laquelle malgré la conviction qu'une bonne discipline est inculquée aux élèves dans les établissements secondaires afin qu'ils perpétuent une moralité et une conduite exemplaires, ces derniers, pour la plupart, restent encore pris dans le filet de la délinquance. Cette délinquance se manifeste à travers les brimades, les bagarres, les agressions physiques, la consommation de drogues, les injures, les calomnies et même le harcèlement sexuel.

Dans cette optique, le problème qui se pose ici est celui de l'écart qui existe d'une part entre ce que l'on attend de la discipline en milieu scolaire au sujet de la délinquance et les réalités du terrain d'autre part. Ainsi donc, quatre stratégies de management de la discipline à savoir l'application du règlement intérieur, l'usage des mesures préventives, la surveillance et les sanctions ont été examinées.

L'objectif de la recherche était de savoir l'impact que ces stratégies de management de la discipline ont sur la délinquance en milieu scolaire, ainsi que leur degré d'effectivité à enrayer la délinquance en milieu scolaire dans le département du Mfoundi. De ce fait, les hypothèses de recherche suivantes ont été formulées :

Hypothèse générale : Les stratégies de management de la discipline ont un impact sur la délinquance des élèves dans quelques établissements d'enseignements secondaires du département du Mfoundi.

Hypothèses spécifiques : **HR1** : Le règlement intérieur a un impact sur la délinquance des élèves dans certains établissements d'enseignements secondaires du département du Mfoundi. **HR2** : Les mesures préventives ont une influence sur la délinquance des élèves dans certains établissements d'enseignements secondaires du département du Mfoundi. **HR3** : La surveillance a un impact sur la délinquance des élèves dans certains établissements d'enseignements secondaires du département du Mfoundi. **HR4** : Les sanctions ont une influence sur le niveau de délinquance des élèves dans certains établissements d'enseignements secondaires du département du Mfoundi.

Une méthodologie de type mixte comprenant les caractéristiques de l'enquête et le cas d'étude a été utilisée afin de tester ces hypothèses. Les données ont été collectées à travers des questionnaires et des entretiens semi-structurés. La théorie des choix et de la réalité, la théorie des systèmes écologiques, la théorie du développement moral et la théorie de contrainte ont servi de cadres théoriques à cette étude.

La corrélation de Spearman a servi pour l'analyse quantitative des données tandis que l'analyse des contenus a été utilisée pour l'analyse qualitative des données. Les résultats obtenus sont les suivants :

HR1 a été confirmé statistiquement à $r = 0.597$, $p = 0.000 \leq 0.05$ indiquant de ce fait un lien modéré entre le règlement intérieur et la délinquance des élèves.

H2 a été confirmé statistiquement à $r = 0.625$, $p = 0.000 \leq 0.05$, ce qui indique un lien fort entre les mesures de prévention et la délinquance des élèves.

RH3 a été confirmé statistiquement à $r = 0.097$, $p = 0.000 \leq 0.05$, ce qui indique un lien faible entre la surveillance en milieu scolaire et la délinquance des élèves.

RH4 a été confirmé statistiquement à $r = 0.631$, $p = 0.000 \leq 0.05$, indiquant ainsi un lien fort entre les sanctions infligées et la délinquance des élèves.

Les résultats obtenus permettent de conclure que les stratégies de management de la discipline ont un impact sur la délinquance des élèves dans les établissements d'enseignements secondaires du département du Mfoundi. Ainsi, l'écart de délinquance observé chez les élèves dans cette étude est statistiquement lié à hauteur de 75% aux stratégies de management de la discipline. Au vu de ces résultats, des suggestions ont été faites aux promoteurs d'établissements d'enseignements secondaires, aux chefs d'établissement, aux élèves ainsi qu'aux parents.

Mots clés: Discipline, stratégies de management, élèves, délinquance, management.

GENERAL INTRODUCTION

In order to live a valuable life within any given community, the appropriate skills, values, knowledge and competences must be impacted into the individuals. This is only attainable in a peaceful learning environment. This peaceful environment is more often than not perturbed by the skyrocketing level of student delinquency. No doubt, this notion is a major concern around the world, begging for an answer as to whether formal educational institutions are responding to disciplinary challenges whose solutions are supposed to be embedded in the disciplinary policies and codes of education ministries. Being a major concern around the world, indiscipline does not prove a different scenario in the educational sector in Cameroon. Both obedient and disobedient students are still trapped in the drag nets of delinquent acts; Recent data from the national Centre for Educational Statistics in America indicates that, students twelve to eighteen years of age, were victims of about 1.4 million non-fatal crimes at schools, including about 863 000 thefts and 583 000 violent crimes of which 107000 were considered serious. According to the Institute of Education Sciences (2004), more than onequarter of public schools reported various forms of indiscipline either on daily or weekly bases. According to the National Crime Record Bureau (N C R B) report 2012, as quoted by (Kavita, 2013), crimes involving children have increased from 0.8% in (2001) to 11.8 % (2011). This report also shows the data in juvenile delinquency that, children apprehended under both Indian Panel code (I P C) and Special and Local Law (S L L) have increased from 30303 (2010) to 33887 (2011). In addition to other crime heads, kidnapping and abduction committed by juveniles have equally registered a noticeable increase from 2008 to 2011. N C R B data also shows that, there are a growing number of girl children in criminal activities and it estimated that, from 5.1% (2010), it increased to 5.8% (2011). Empirically, this is supported by a recent event, June 2019 in a church in Yaoundé whereby, a girl of 17 years old who is not even a member of the said congregation kidnapped a child of about 5 years old. She previously channeled a letter to the pastor that she would be coming to kidnap for a ransom, and she did come, succeeded to kidnap and sent a message in the pastor's phone asking for a ransom of 350000 FRS.

Operating under the English and French sub-systems, education in Cameroon is aimed at preparing learners for valuable living conditions within the society and training for further education, which can only be possible in a serene atmosphere. Indiscipline and delinquency have led to poor academic performance, and drop out in schools despite the conviction that disciplinary measures are a solution to delinquency problems. One of the goals in Cameroon is to make sure that education offered prepares candidates for jobs in the global world, and this can only be achieved when the students are well disciplined (Benedict Mokom, 2014). As an

indisputable role on learners, discipline molds ethical and moral upright citizens of the nation which is one of the key missions to be met by our educational system, it brings about a general climate of respect, subordination, no fighting and limited absenteeism in the school milieu. One must applaud the Cameroon government for the high literacy rate it has pitched for Cameroonians, but there is still the need to make education the pivot at the service of human, moral and material development in Cameroon, given the fact that, education is the backbone of any given community. For example, section 25 of the new educational reform of 2012 asserts that, “the education provided in schools shall take into account scientific and technological advancements and shall be tailored in terms of content and method to national and international trends”. To achieve this objective, morality and discipline must be reinforced. On the contrary, school indiscipline has over time, been an issue of concern and disappointment for educators, policy makers and public opinion in general, owing to the outbreak of offence and aggressiveness amongst peers, violence in teacher student relationship and vandalism as well, leading to perpetual existence of problems of drop out, deviant behaviors, examination mal practices, lateness and poor academic performance amongst students (Dada I.T., 2014). In corroboration with the above, research findings carried out by many educational pundits like Ponfua Yhayeh Ngwokabbuenui (2015) and Cyrille Ivan Chaffi (2017), showed that education in Cameroon is being plagued by a series of challenges amongst which are fighting, consumption of drugs in schools, school absenteeism and drop out, killing, and many other forms of delinquencies which lead to poor rates in the quality and quantity of students’ academic achievements. Effective teaching learning process cannot take place in a scared environment. This is supported by Fafunwa who opine that, *“students’ learning achievements depend on the readiness of the teachers to do proper teaching, therefore, the teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of a good teaching atmosphere”*, Fafunwa (2004); Farrant (2004): Wasaga, (2009) as quoted in Oliatan T. et al.) This is contrary in the Cameroonian school setup where various forms of violence such as assault by students on teachers, verbal abuse, offensive language against teachers and other students, bullying and trashing of class mates, possession of offensive weapons are predominant leading to suspension, dismissal of students, poor academic achievement and school dropout. This is supported by the following occurrences.

In st. Bernoit secondary school Yaoundé, on the 2nd of May 2019, a form one boy became very aggressive to his class mates after consuming tramol; removing his belt and beating his class mates, excessive sleep and loss of appetite. The above delinquency acts provoke the following unanswered questions. Is delinquency aggravating because of poor educational

policies, poor implementation of educational rules and regulations including, inadequate counseling, inadequate preventive measures, limited school monitoring and school sanctions? Can it be as a result of indiscipline in our schools? In this regard, Idu and Ojedapo, (2011), Tunor (2000), as quoted in Ali et al. (2014) opine that, *“Acts of indiscipline if allowed to incubate under favorable conditions by education providers and customers, could hatch a monster that would be difficult to exterminate”*.

It is against this backdrop that, the management of discipline in schools needs urgent attention. This implies that, schools are of paramount importance in educating the student both intellectually, morally and psychologically. Education without morality produces intelligent devils, and therefore there is need for education to fight this monster, (the growing delinquency) in our institutions and the society before it grows horns. Education should provide reforms that will fight indiscipline in school milieu else they will be training intellectuals who are filled in the head and empty in the heart; Educational policies should include the minimization of inequality in schools, since inequality nurture social unrest amongst students. In addition, disciplinary reforms should be made comprehensively, concretely, collaboratively and continuously with an emphasis on moral education, religious studies and citizenship. Teachers should be given the opportunity and strategies to increase discipline in schools but cautiously and tactfully. With all these taken into consideration, the researcher, took interest in finding out the possible extent to which, discipline management strategies could be a possible cause as to why students' delinquency rate is on an increase.

Context of the Study

Within the past decade, the problem of moral decadent in general and student delinquency in particular has occupied the corridors of developed countries as well as that of developing countries. *“This is blamed on degrading social behavior from learners with negative peer influence, deprived background and from broken homes with low motivational factors and insufficient counseling”* (Virgil T., 2015). According to U.N, report on School Related Gender Based Violence (SRGBV) (2015), delinquency affects most children worldwide. As a cause of this, the “Task Force” for students' indiscipline and unrest in secondary schools (2001), noted that, when students are not involved with the formulation of school rules, there is lack of ownership resulting in resentment and ultimately, open defiance. Bingdwegtsema (2016) supports this idea when he says, *“Students with behavioral problems often require extra attention in the development of social skills whose goal is to teach socially acceptable behaviors but is not adequately done to such students”* Wainkima (2008) corroborates the above

premises as he opines that, students at risk need both self-monitoring whereby the students are asked to record and keep track of their own specific and disruptive behavior and mentoring programs developed by schools in which individuals from the community agree to spend some quality time with students identified by the school as being “at risk”. The community mentor commits on meeting on a regular bases and to sharing life experiences with students, one –on –one. In the same light, Cynthia H. Roberts (2018), criticized the fact that those concerned with discipline have focused on punishment to stop students participating in criminal activities but very little on prevention and intervention, and therefore, perpetuating anti- social behavior. He advocates that children in trouble should be helped than punished.

In American schools, students’ indiscipline is a serious problem facing the education sector. Clarke (2002) in Mwangi Anne (2015) asserts that, *“45 % of the teachers leave teaching profession annually, citing students’ behavior as the reason for doing so. School principals in America face redress whenever they expel or suspend a misbehaving student, a factor that aggravates students’ ability to misbehave”*. Mtweni (2008), in South Africa, supports this view as he holds that, not only are schools themselves finding it difficult to keep order and control, but the delivery of state services in support of schools, learners and educators have to improve in order to attend the national vision of equality, quality education and justice in schools. In the same light, Kavita S. (2013) says that India has witnessed an increase in both crimes committed by children and those committed against them in the following write-up.

There has been 97.9% increase in crimes committed by children between 2003 and 2004 with more children being appeared for arson, theft and cheating. Over 33000 juveniles mostly between the age group 16 to 18years have been arrested for crimes like rape and murder across Indian states in 2011. According to the National Crime Record Bureau (NCRB) report 2012, crimes involving children increased from 0.8% in (2001) to 11.8% in (2011).

Arrey Besson Ako Ettah & Etta Roland, (2019) adds that reports of juvenile misconduct are being reported daily in Cameroon as I quote.

The continuous violation of societal values and norms is not just a concern for Cameroon but a global trend and this has been attributed to issues such as poor parental attachment, maltreatment, homelessness, mental health problems, substance abuse and gangster membership.

In another note, a U N report examination of Cameroon concerning the rights of the child as presented by the Minister of Promotion of women and the family, Marie Therese Obama Ondo, (2017) reports that delinquency is perpetrated in the form of corporal punishment, drug addiction and sexual abuse. To this effect, Suzanne Aho Asouma committee vice chairperson and co- Rapporteur for Cameroon said;

Cameroon should adopt reforms to the criminal code to specifically ban corporal punishment, ensure that national action plans and strategies were adequately resourced and implemented. The government must address the widespread sexual abuse of children – boys and girls-which take place both at home and in school and ensure that perpetrators were prosecuted and victims adequately supported.

It is in this light that some 100 children victims of violence and abuse in Koranic schools in the Far North region had been reintegrated in schools and with their families.

The context of this work reveals statistics of and facts of how delinquency in general and students' delinquency in particular is carried out in not only some schools in Cameroon, but in other parts of the world. It is in line with this that the present study sort to investigate what can prompt this act in the Cameroonian school context, measures to curb it and its consequences on the students, the school, parents, stakeholders and the community at large.

The present study equally has the school context as a targeted environment where delinquency is practiced. It goes ahead to look at the different forms of delinquencies that are practiced within the school context amongst them being vandalism, arson, theft amongst student, truancy, bullying and smoking as observed from the punishment books of the various sample schools. This has made the future of the country to look at stake. This has brought a lot of panic with questions that often surface like; what would the future look like when the youths of today become the leaders of tomorrow?

Justification of the Study

It is generally believed that the bases for any concrete development must commence with the development of the human resources of that particular society. It is also an undeniable truth that, to accomplish or attain our goal of human development, we must pass through education. But this is contrary to the Growth and Economic Strategic Program 2020 that did not put education at its focal point. Notwithstanding, Education is the greatest legacy that a nation can ever give to her citizens. That is why Akanle (2007) states that, *“the development of any nation or community depends largely on the quality of education received by the citizens of such a nation”*. *‘This means education for all’*. This was reiterated in the world conference on education which took place in Jomtien, Thailand in 1990 under the theme, *“Education for All”*. Its article 5 deals with the basic learning needs. In the same light, the world education forum organized in Dakar - Senegal laid a frame work of action with title, *“Education for All”* in the year 2000. In the Dakar declaration, six goals were put in place to achieve its objective of education for all. Its goal three, aims at ensuring that the learning needs

of young people and adults are met through equitable access to appropriate learning and life skills programs. The goal six aims at improving all aspects of the quality of education and ensuring the excellence of all so that, recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. This means, education without discrimination. In this regard, the development of human rights 1948 in its article 26 clearly spells out that every child has the right to education.

In the same dimension, the Cameroon government adheres to the above declaration by stating in the supreme law of the land; the 1996 constitution in its article 26(1); education is free for every citizen. It further states that, education shall be free at least at the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the bases of merit. It further states in sub section (2) that education shall be directed to the full development of the human personality and to the strengthening of the respect of human rights and freedom. The state further affirms its stand by law N°98/004 of April 14 1998 organizing and orientating education in the country. In its article 7, it states that the state assures and guarantees equal opportunity of education to every child without discrimination, cultural background and geographical origin.

The above declarations can only be successful if students are well behaved, hence shun from delinquency. However, school which is a social unit established by members of the society as a formal agency of education where people learn about the customs, attitudes and values geared towards resolving societal problems, has in the last decade, experienced a huge backdrop in students' performance and increased incidence of unrests perpetrated by acts of indiscipline. Between 2010 and 2014, the performance of students who sat for the General Certificate of Education Examination (GCE) Ordinary Levels registered a steady drop. In 2010, out of 51,881 students who sat for the GCE "O" levels, 30,099 passed while 21,782 failed giving a percentage pass of 58.02% and a percentage fail of 41.98%. In 2011, 55,378 students sat for that examination, 24, 093 passed while 31, 285 failed with a percentage pass of 43 % and a percentage fail of 56, 49%. In 2012, 75,010 students sat, 32, 165 passed and 42, 841 failed scoring a percentage pass of 42. 88% and a percentage fail of 57.12 %. In 2013, 81, 875 students sat, 37,380 passed and 44,295 failed with a percentage pass of 45.77% and percentage fail of 54.23%. In 2014, out of the 96, 056 students who sat for the examination, 33,054 passed while 63. 002 students failed with a percentage pass of 34.41% and a percentage fail of 65.59%. *Source: MINISEC Annual statistics, 2009-2014).*

Also, more research work has been carried out addressing this issue of students' discipline and their behavior (Bebga Pencrace, 2017) but little has been done on how indiscipline amongst students can be effectively managed. This is evidenced in the numerous delinquent and violent occurrences recently in the country that lead to serious injuries and even death of students and teachers within the school milieu as seen below.

Two days after school resumption of 2017, in Mfoundi division, a principal called CSESU and they came and caught a supplier of Cannabis who had 445 packets on him. He had already supplied two children of 1^{er}. The suppliers wear uniforms and enter the school like students.

In 2019, a student of GBHS Etoug -ebe died because of the consumption of drugs in an occasion "chateil" organized by the students out of school. In the same light, on Friday March 29 2019, Bello, a form 5 student in GBHS Deido Douala, was stabbed to death by his fellow form 4 schools - mate that he later on died in the hospital. Retrieved from Camerooninfo.net reported by Kevin B. Nsodzefe. In effect, the rate of student delinquency in Cameroonian schools is unbearable.

Saturday 16th November 2019 in GBHS Bafoussam rural, a student stabbed the discipline master (DM) of his school on the neck because his phone was seized the previous day. The stabbing took place when the discipline master came and caught him and his friend on Saturday (the following day) haven burgled into his office. The said student and his friend came to school on this day, dug a hole on the back wall of the DM's office and entered, stole phones and other items. The DM who was in school this day to fill his marks came and opened the office and surprised them in. He was stabbed by the one in red. (See appendix 1 page 166) *Source: Retrieved from: <http://www.journalducameroun.com>.*

Another report by agencecamerounpresse.com as presented by Elie Noubi narrates the incident of November 20th 2018; a commandant and his wife stormed Lycee Mayo- Oulo and got an SG well beaten. His crime is that, he consigned a group of students to do some cleaning in school and Savana Jeannette was amongst and refused, and took a matched to attack the DM. Discontented with the punishment that was allocated to her, she went and called the father.

On the 19th of September 2019, Louisette Teualen a teacher of CE2 Garage Public school Baffoussam on returning home was caught by a military man for punishing his son because of an undone assignment.

22nd October 2019 the Principal of Lycee Bilingue D'ebone, Adolf Tambe and the daughter were aggressed. His crime is that on Monday in the general assembly, he spoke bitterly against the violence in school perpetrated by dismissed students who storm in and aggress their ex- school mates. This made the dismissed students plan for his kidnap. They were dismissed

for aggravated indiscipline; they were aggressed by the said dismissed students, as one of them said during the act “*C’est Pichou*” and after verifying administrative documents, on the dismissal list was found the name Pichou Mouandjo.

5TH November 2019, a gendarme battered seriously some administrators of Lycee Bilinque de Bonassama in the Littoral. He accused the administrators for haven brutalized her daughter in the class of terminal. According to school RRs, a late comer keeps his/ her bag with an official, this the girl refused and went and brought the father who said as a gendarme, he cannot accept that the daughter be treated as such.

On the 19th of November 2019, at Lycee Technique of Koumassi – Douala, a student was stabbed by his friend who was waiting out of the gate for financial problems.

There is this recent incident that took place at Lycee Classique Nkolbisson -Yaounde on Tuesday January 14th 2020 as reported by CRTV where by a student of 4e Espagnole by name Bisse Ngosso Brice (15 years), stabbed to dead his Mathematics teacher (Njoni Tchakounte Boris), an ECI. The problem between the student and the teacher started since in December 2019 during 1st term exams before Christmas vacation, when the student was playing music in class during exams on his phone and the teacher tried seizing. The student nursed plans to deal with the teacher then, and when schools resumed in January, he was heard making plans to that effect. But the teacher did not resume on the first week. Monday on week two, he was still making the plans as he brought a knife to stab the teacher and told a class mate (girl) who testified. Incidentally, the teacher came to class on Tuesday, while Brice was making noise, he told Brice to stop or go out, but Brice continued even when he insisted. At this juncture, a fight erupted between them as Brice finally used a knife he had brought and stabbed the teacher to death. (See appendix 2 page 167). Could the entry with a knife in school may have been facilitated by the fact that Lycee de Nkolbisson is not fenced? Could it be that teachers do not have intellectual humility? Could it be because of poor disciplinary strategies? These million-dollar questions are yet to be answered.

In reaction to this a student by name Adams Franc Adams of Lycee de Tsinga – Yaounde said “*Il vont nous respecter les profs là, moi aussi, je vais poignader mon prof demain au Lycée de Tsinga, il a pris ma casquette c’est comme ça a parti mdr mtn, on va tous vous tuer*”source social media and CRTV 3 o’clock news January 15th 2020.

In the same vain another student still commented. “*Le Prof a eu ce qu’il cherchait, comme ils aiment souvent mimba là. Ca servira de leçon aux autre enseignants qui se mettent de ce qui ne regarde, en quoi téléphone troublait son cours? Est-ce-que l’enfant écoutait delà musique pour gener les autres? Le prof aiment toujours entendre*”

Yet in another incident that took place the following day on the 15th of January 2020 at Lycee D'Obala, a student cut off the finger of another with a machete. The fight erupted in a football pitch where Mbappe Arno Alexandre (the victim) smashed the leg of his play mate unintentionally. In spite of the fact that he apologized to his friend that he is sorry and that it wasn't intentional, the aggressor attacked him on a fight and when it was going on, the friends of the aggressor brought him a cutlass and as Alexandre lifted up his hand to block the cutlass that was lifted on him, it stripped off his finger (the thumb) completely. It should be noted that the cutlass was around because they were just from doing Manual labor. Source is CRTV news 15th January 2020. (See appendix 3 page 167). After this incident, the divisional officer of Obala instructed the police to conduct a search of students' bags on the 16th. During this incident, knives and some other sharp objects were discovered in the bags of some students of this institution.

A geography teacher and discipline master is said to have been stabbed to death in Yaounde by a student yesterday the 23rd February 2020. The victim, Atem Gildas, a teacher at FAPO Bilingual College Etoudi, reports say was knifed at a wedding ceremony yesterday evening. (See appendix 4 page 168). Source: CRTV News (24th February 2020).

These two last incidents make the researchers pose these questions. Could the students be reacting like this due to the note limiting dismissals in Government schools, or because of the fact that teachers are highly disrespected in Cameroon and considered as 2nd class citizens? Confirm this statement with the incident of, late January 2020 whereby the Senior Divisional Officer entered a teacher's class without an authorization of the principal and got the teacher beaten and later detained him at the police, reasons being that the teacher did not permit her to enter and disrupt the students who were almost finishing to write a test .Source: Tebopost.com in <https://critiqsite.com>

Reports by Cameroonlink.com on the 16th of January 2020, said that at Mbalmayo in the Southern region of Cameroon, a student (Patricia), 18 years old stabbed boyfriend (Andre) 22 years old to death. This is because the diseased told Patricia, a day before his demise that their love relationship was over because he now loved some other person. These recorded malicious acts by students of secondary schools is on the rise day in day out.

It is based on this justification that the urge to carry out a research on this topic has become a reality.

The realization of this study has been sub-divided into the following five chapters.

Chapter 1 looks at the problem of the study. Special interest here is on the background of the study which has been looked at under the historical background, conceptual background,

theoretical background and contextual backgrounds. The problem shall equally be examined in a more specific way by stating it clearly, bringing out both the general and specific research questions, research hypotheses and objectives. Equally, it contains important notions like the scope or delimitation of the study (geographical, conceptual and time scope). Other important items equally include the significance of the study, justification of the study, definition of concepts and interest of the study.

Chapter 2 focuses on literature review which is sub-divided into, three parts thus; the critical analysis of scientific literature, critical analysis of concepts and the theories related to the subject. Meaning that, the relevant literature concerning the topic and the key concepts which give an outlet to the research questions and the research hypotheses as well as the research objectives guiding the study would be examined. Also, theories that give an insight into this study will be evoked, as well as scholarly works of previous researchers in this area of endeavor.

Chapter 3 is consecrated to the methodology guiding this study. Here, the researchers reveal the approach, design used as well as data collection instruments, data collection techniques as well as data analysis techniques. Interest here is on the type of research, the population under study which includes the sample population and the sample methodology. It equally includes the validation of research instruments and a clearance on the research variables.

The 4th chapter on its part focuses on the presentation and analysis of data. Here, the raw data collected from the field shall be presented first in qualitative, and then in quantitative form. The second part of this chapter deals with the testing of hypotheses in which inferential statistics based on an appropriate statistical test is used, while the third part deals with the verification of hypothesis.

The 5th chapter which is the last handles the discussion of findings, the implications of the study recommendations, limitation of the study. It equally looks at suggestions to different stake holders concerned with the object of this work, most especially to policy makers, educational planners, educational managers, school disciplinarians, parents and students. The general conclusion for the whole study shall equally be presented thereafter, followed by suggestions for further research, and finally the presentation of general conclusion.

CHAPTER 1

THE PROBLEM

1.1 Background

The background information of a research problem identifies and describes the history and nature of a well-defined research problem with reference to existing literature. It traces the history of the subject, main notions, and the area of the study and equally acceptable and standard ideas of the work. Therefore, it indicates the root of the problem being studied and the areas which this study has been carried out, its scope and the extent to which previous studies have successfully investigated the problem, noting in particular, where gaps exist that the study attempts to address. It actually enables us have an insight of the research work and an in-depth knowledge as to the historical, conceptual, contextual and theoretical backgrounds.

1.1.1 Historical Background

Historically, our educational system was traditional with the passing down of cultural values, norms, and attitudes informally where children had to go through rites of passage to become real members of the traditional society. This our traditional oral education was very disciplinary. We want to go deeper in understanding the root and why these delinquency acts have skyrocketed and are growing deep into the fabrics of our society today. The encounter with colonization may have brought remarkable diversities leading to delinquency.

History tells us that the first contact with the Europeans took place in the 15th century when the Portuguese traders established bases along the coastal line by Fonlon B. as cited in (Fonkeng, 2005). The first name of the territory 'Rio dos Cameroes' (Rivers of Prawns) was latter on changed to Cameroon by the British. Initially, this name applied only to the coastal enclave of Douala through which the River Wouri passes. When Germans annexed Cameroon in 1884, the word there after applied to all the area under German administration (Fonkeng, 2005). The name was finally modified to Cameroon and it was from this that the German version and French appellation of Kamerun and Cameroun respectively were derived according to Talbot A. cited in (Fonkeng, 2005). The arrangement by the league of Nations like the German annexation was terminated and replaced in 1945, after the 2nd world war, by the Trusteeship Council of United Nations Organization. This resulted in Cameroon becoming a Trust territory of the latter still under British and French administration (Fonkeng, 2005). This takes us to the evolution of secondary schools in Cameroon.

Therefore, it would be an over statement to talk about secondary school management without giving a review on how western education was introduced in Cameroon, and why it has both the English and French systems with delinquency being the talk of the day. The first school management in Cameroon was the Baptist Missionary headed by Joseph Merick and later by Alfred Saker in 1844 with Joseph Jackson Fuller being the first teacher. During this period, Cameroon's education was in the hands of the mission whose main curriculum in school was based on evangelization. Education during the colonial period was mostly along the coastal areas; Limbe, Douala and its curriculum was centered on how to read and write.

From 1844 to 1907 the Baptist Missions' education was only at the primary level and management was in the hands of Baptist Missionaries who were the sole providers of education and school management as far as the introduction of education was concerned. The first secondary school in Cameroon was opened by the Catholics in 1932, and it was called St Joseph College Sasse, following the Anglo- French condominium with an eventual partition of the territory which gave French control of more than two-thirds of the territory. Britain acquired a small piece of territory, known as the Southern Cameroon where this college was found while French Cameroon was granted independence in 1960, known as "La Republique du Cameroun". The British Southern Cameroon, known as West Cameroon, had its plebiscite in 1961.

The result of these two was the creation of the Federal Republic of Cameroon, which adopted both French and English inherited from their colonial masters as the main official languages of instruction in their secondary schools in Cameroon (Fonkeng, 2019).

As a matter of fact, the history of education in Cameroon in this work is to help the reader to understand why Cameroon is a bilingual country and the evolution of secondary schools in Cameroon and why both English and French are official means of communication in Cameroon secondary schools. Thus, one can be tempted to say that, secondary school management started from the hands of missionary to that of the state.

However, the twenty-first (21st) century, marked by globalization of technological revolution, with education considered the first step for every human activity can only generate positive benefits and academic achievement, if delinquency is minimized, (Olaitan Tamitayo, 2013). Academic achievement therefore represents the indispensable starting point for a person's effective integration into a society, facilitates the construction of a society capable of significant achievements in the economic, cultural, defense, and industrial spheres. That is why Cameroon and a number of countries, educators, trainers and researchers have invested considerable research efforts with the purpose of identifying the factors that influence delinquency, amongst which discipline management strategies are paramount, (Mwangi Anne

Njeri, 2015), not forgetting globalization and parental follow- up. Frankly speaking, nowadays, most parents bring up their children on the bases of proxy; by the time the child stops breast feeding, the house help and school takes over, the elderly ones are busy downloading forms of violence from internet, the father is in his room watching football match or on internet while the mother is on her phone. They devote little or no time for family togetherness hence the young ones go astray. In addition, most of our campuses are porous and situated in areas not conducive for learning. All the above have stepped up delinquency amongst youths.

1.1.2 Contextual Background

According to Crosnoes, Johnson and Elder (2004), *“there are variables inside the school and outside the school that affect students’ delinquency”*. They grouped these variables under factors relative to the students, factors relative to the family, factors relative to the school, as well as factors relative to peers.

Besides the aforementioned factors, socio - economic status is one of the most researched and debated factors amongst educational professionals that contribute towards moral decadents of students. Most of the experts including Mwangi (2015) and Cynthia H.,

(2018) support this view as they hold that low socio economic status has negative effects on the students’ attitude because, the basic needs of students remain unfulfilled, hence, they become aggressive, indulge in unacceptable methods to boost their emotions, and to acquire their needs (Adams, 1996). But other schools of thought think that *“children from rich families are more delinquent than those from poor background”* (Roderik Rekker, 2015:2) In this regard, one of the main questions being asked is whether socio - economic characteristics contribute in the difference observed in the rate of students’ delinquency? Analysis of PISA (Program for International Student Assessment) test results has nullified such a hypothesis (PISA, 2006). Such findings, combined with the success in Finland (Darling-Hammond, 2011), obliged us to look for other key factors explaining marked increase of students’ delinquency observed amongst students.

Students’ misconduct carries the blame for diminishing rates of academic performance in particular and academic achievement in general which has hindered scientific, technological, economic and social progress universally and has become a source of concern amongst academicians as well as government officials. Enormous sums have consequently been invested in developing guaranteed methods for reducing delinquency on every level of education, from elementary schools through university studies. The question remains however, as to whether these investments will reap rewards (Darling- Hammond, 2011; Sahlberg, 2011).

Discipline is an important component of human behavior as it directly defines the character of the human being. It is the product of acceptable values in the human society that one subscribes to and quite often, it regulates human conduct and his/ her relations with others. Some school's success growth and development is largely determined by the discipline standards of its stakeholders. Tattum (1978) in Adesina S. (1980), observed that American public educators, parents and students regard a school as successful when discipline prevails. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance. Koutseline,

(2012) defines student indiscipline as any student behavior that deviates from school expectations. This deviation is a result of the fact that, substances have been introduced to change the behavior of our children. Drug abuse puts them in the situation of violence, evil, insubordination and brings fear in the school environment. This has led to poor performance in examination since learning and fear move in opposite directions.

Jordan (1995) carried out a study on the forms of indiscipline and their causes and found out that, noisiness, vandalism, smoking marijuana and drinking alcohol were the most prevalent forms of indiscipline in Zimbabwean schools. Ozigi 1978; Mariene 2012; Beebeejaun-Muslun 2014; Onyechi and Okere (2007); Okinda et al. (1995) assert that *"indiscipline in schools can be caused by; negative teachers, parents who are unable to bear the burden of school fees, politicians who may want heads whom they can control and manipulate, lazy and incompetent heads"*. The above causes of indiscipline have somehow been summarized by Tabitha (1986) and Mohapi (2013) as they uphold that *"indiscipline of students has causes that exist in schools, the society and in the psychological state of the student"*. One would therefore say that, indiscipline amongst learners has a multiplicity of causes that emanate from the environment, i.e., the society and the school where the learner was brought up (for example, a driver in Cameroon crosses the red traffic light without remorse, or people smoking *"mbanga"* in public places). The above behavioral problems which is related to mindset ultimately influence the psychological state of the learner negatively. Ferrand, (1980), and Beebeejaun-Muslum (2014) support this notion when they say, *"environment like the blacksmiths' forge tempers and alters our natural characteristics, environment molds and alters us according to the treatment given"*.

According to UN Report on School Related Gender Based Violence (SRGBV) (2015) delinquency affects millions of children and adolescents worldwide.

Concerning policy and discipline, the Heads Manual opines that *"the head teacher is responsible for school discipline because, the smooth running of a disciplinary system depends on a well-defined basic policy established by the head, in collaboration with staff"*. This policy

must be enforced fairly and consistently by all persons in authority. Griffin, (1994) noted that, lack of communication is the greatest single factor causing school strikes. In a school environment therefore, lack of consultative forums for the review of school rules and regulations can lead to the existence of; absolute unpurposeful, unenforceable rules and regulations that act as spring board for the proliferation of indiscipline. Okumbe (1998) uses the analogy of the “*Hot Stove Rule*” of McGregor (1960) to illustrate on how to impose disciplinary actions without generating resentment (indiscipline). Thus, the five main principles of setting good disciplinary actions (punishment) are as follows; “*A disciplinary action should be applied immediately, must be consistently applied, must be objective, should be impersonal must avoid entrapment and should allow right for appeal*”. Thus, a major cause of indiscipline in schools is not only due to lack of consistency in checking indiscipline amongst students, but also due to inconsistency in the application of known disciplinary actions to offenders.

At the level of Cameroon, it has been realized that “*students’ indiscipline in secondary schools has become a cankerworm that has eaten too deep into the students’ moral upbringing*”, (Wango, 2010). Students have become uncontrollable and highly disrespectful to; themselves, teachers, school administrators, parents and to the society at large. Students portray various types of indiscipline behavior amongst which include the following acts: boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, alcohol consumption, assaulting, stealing, rioting amongst others. In relation to the above, observation at St Benedict Secondary school in 2019 by these researchers, found out that, some form four students were dropped in school early one morning when the school was sharing report cards, but they boycotted school and returned home. They played games at home, went to Melen to a game house where they continued to play, they drank alcohol, smoke and took drugs. They returned to school at 1:30 pm. Even though the gate was opened, they decided to jump over the fence. Some of them were seriously wounded and they went and complained to the administration that they were aggressed by unknown people in school.

The school had to take them to the military hospital for treatment. After serious investigations, the truth was revealed, they all faced the disciplinary council and were dismissed. In this respect, “*we size up that delinquency in schools increases school drop-out, greatly affect the quality of teaching and learning, leads to uncovered/unfinished school curriculum*” (Mariene Munyasya, 2008); (Onyango, 2008, Kabiru, 2007).

In the same vain, the current study shows that, indiscipline has taken the form of gross violation of school rules and regulations, physical and psychological violence, sexual violence, drug abuse, students’ stabbing teachers or their school mates, just to name a few. With this

nonchalant attitude, teachers find it difficult to motivate their learners to learn. Cameroonians cannot remain complacent when large human and material resources are wasted, indiscipline is rampant, and an atmosphere of insecurity, frustration and instability is created in schools, leading to ineffective learning. It is because of this that discipline needs to be reinforced in schools.

Over the years, discipline has been equated to punishment, specifically corporal punishment; however, it is not the case today. Suspension and dismissal as forms of punishment in some secondary schools in Cameroon have so far, not put a significant stop to delinquency, but render most of the culprits aggressive. The use of guidance and counseling could be a preferable approach to the eradication or reduction of indiscipline in Cameroonian schools (Benedict Mokom, 2018). She says that, counseling will go with education, create awareness of the implications of violence on human development and eventually lead to adjustment of thoughts and behavior to ensure its effectiveness. *“Such an intervention approach should be established as a policy within the Cameroon school system”* (Ngoran, 2016; Freire and Amando, 2009). To this effect, an effective administration should be able to check indiscipline in their institutions by being able to listen, guide, and effectively motivate their guiding and counseling teachers, student leaders, and teachers to enforce discipline. It is in this backdrop that the ministry of education (2000) stated that, the key to effective management is the ability to encourage and motivate their staff. It is usually said that, teachers are the greatest asset to the head who wants to succeed. On the other hand, Griffin (1994); Glasser (2012) strengthens this by saying that, *“prefectural system is one of the most effective ways of involving pupils directly in administration in the school because, they are constantly in touch with other students”*. In the same light, advised that, head teachers should not only train and motivate their prefect body, but also, they should maintain close positive working relationships with their prefects and this would enhance better discipline.

1.1.3. Conceptual Background

Here, we shall be looking at the variables of this study by stating the basic elements and indicators which constitute them and how such variables are to be used in the study. In this light, terminologies like discipline management strategies and its indicators like school rules and regulations, preventive measures, school monitoring and school sanctions will be looked upon. We will also look at student delinquency and variables related to it.

1.1.3.1-Discipline

Conceptually, the meaning attributed to discipline has evolved both within time and space. Discipline within the school environment in general and of students in particular is

important in the attainment of desired outcomes of education. Learners are more likely to benefit from the teaching and learning process if they are disciplined. Different authors have defined discipline in different terms.

Adesina, (1980:180) is of the opinion that “*discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an acceptable standard of behavior*”. From this definition, the school has a primordial role to play in instilling discipline into the students. Peretomode, (1995) supports this view as he maintains that, discipline involves the ability to have self-control, restraint, and respect for others. On the other Abubakar (2000) upholds that discipline is the ability and willingness to do what one ought to do without external control. McGregor (2006) Seifert and Vonberg further link discipline with both the culture and climate of the school, thus, according to them, in order for a satisfactory climate to exist within a school, a certain level of discipline must exist.

In the case of this study, discipline is a system of guiding the learner to make reasonable decisions, to portray behavior that does not deviate from school expectations. This is in line with Adesina’s definition of discipline because when students learn manners of respecting school authorities, observe school RR, acceptable standards of behavior will automatically follow hence limiting delinquency.

1.1.3.2 Students’ Delinquency

Approximately 2400 years ago, Plato expressed about the state of young people in the society. He noted that, children and adolescents seem to have lost respect for their elders, are disobedient towards their parents and seemed more immoral than young people were during previous eras. Hirschi, (1969) opine that, “*Children with strong social bond will commit fewer crimes than those with weak social bonds*”. To this author, what prevents individuals from acting upon internal motivation to commit crimes is informal social control which results from the development of social bonds towards the process of socialization. This opinion was shared by Harvey and Fine (2004) who maintained that children who had motions of anger inside them led to the opposite end of the law and this was found in the case of the children whose parents were divorced. This occurred because these children needed special care from their parents which was lacking.

This study looks at a delinquent child to be the one who commits a mistake which is against the law and which is not acceptable by the society, and within the context of Hirschi’s definition because children with strong social bond are capable of obeying the school RR and hence will commit fewer crimes.

1.1.4. Theoretical Background

Under this section, we shall be looking at the basic assumptions about the variables of the study. These assumptions shall be rooted from known theories of the phenomenon under consideration, and equally from some practical models. As such, we shall be looking at some general theories that will be used to analyze the study's variables. In this light, the choice and reality theory 1998, by William Glasser; Moral development theory by Kohlberg, Strain theory and Ecological Systems Theory by Bronfenbrenner, 1970 have been used. The Assertive Behavior Model by L. Canter (1992) and Discipline with Dignity by Curwin and Mendler (1999) were also used.

Glasser's theory (1998)

William Glasser was a contemporary psychiatrist who developed choice theory and reality therapy. He was motivated by the fact that he realized many people were extremely unhappy with their lives and in particular with their relationships with others, but however emphasized that humans have an innate need to control their situations. According to Glasser, this driving need causes individuals to exhibit forceful behaviors which are destructive. Glasser posits that these destructive behaviors are subtle – if unconscious choices, which led to choice theory.

According to choice theory, people develop a “Quality World” which is a representative of a person's relationships, beliefs and values. The theory has ten basic axioms, which include statements such as, *“We can only control our feelings and psychologies indirectly through how we choose to act and think”*, and, *“All long - term psychological problems are relationship problems”*.

On the other hand, reality therapy assimilates choice theory into a therapeutic system that is similar to cognitive – behavioral therapy. Practitioners of reality therapy argue that, suffering, the need for belonging and craving for relationships are universal human afflictions, and the problematic behaviors these problems cause are not mental illnesses but part of the human conditions that push them to commit crimes.

Kohlbergs Theory of Moral Development

Laurence Kohlberg expanded on the earlier works of Cognitive theorist Jean Piaget to explain the moral development of children which he believes follows a series of stages. Kohlberg defined three levels of moral development: Pre-conventional, conventional and post-conventional stages. Each level has two distinct stages as follows.

The first level is the pre-conventional stage with age range below six years and with attitude being that of avoiding punishment and that of reward.

The second level is that of conventional morality with age range 7- 11years. Here, the child adopts an attitude of good boy and good girl. He is equally loyal to law and order; he conforms to avoid dislike or disapproval by others.

The 3rd level being that of post-conventional morality and divided into the following 2 steps: To meet social contract and principle. In other words, the child conforms in respect of justice and the spirit of law, and equally to respect universal principles and ethics. This theory is all about stunted moral development which results in delinquency.

The Strain theory by Merton

This theory is out to explain the fact that, delinquency occurs as a result of the fact that some people commit socially unacceptable acts as a means of coping with stress. This is common with those who cannot meet their desire and resort to unorthodox means to make ends meet.

The Ecological Systems Theory by Bronfenbrenner (1979)

The ecological system theory proposed by **Bronfenbrenner** (1979) postulates that individuals are involved in a network of inter connected relationships and organized in four main levels. These levels reflect five contexts of behavioral influence (1) *Micro System*, composed by the immediate context of the individual, such as family and school. It includes all those activities, roles and interpersonal relations that the person experiments in his/her immediate environment; (2) *MESO system*, makes reference to the interaction existing between the micro systems context, such as communication between the family and school; (3) *Exosystem*, that clusters the social environment in which the individual does not participate actively, but in which there are facts that might be affecting the nearer context, such as his or her parents' or siblings, groups of friends or the mass media; (4) *Macro system*, that makes reference to the culture and socio- historical moments in which the individual lives, and includes the ideology and values of that culture. 5) The *chronosystem* which explains behavior that are provoked by the transitions and shifts in ones' life. For example, the consequences of a divorce do not only fall on the parents but the children as well; this may cause a child to become delinquent.

The ecological approach, therefore, highlights the fact that in order to understand the violent behavior of an individual it's necessary to consider both the *micro-violence*, present in his or her immediate context (family, school or working place) as well as cultural and structural macro-violence in the society. In that sense, Vinyamata (2001) outlines some indisputable

important social factors in the development of violence, such as: misery and social marginalization conditions, family destabilization, promotion of violent behaviors through the mass media, as well as aggressive values.

1.2. Statement of the Problem

The school is supposed to be a place of intellectual and moral upbringing of students. Maries et al. (2012) supports this view as she opines that, *“educational establishments are recognized as places of learning, personal development and empowerment, but are too often places of discrimination, corruption, misconduct and violence”*. In the same light, the 1998 orientation law in Cameroon, article 4 states that, education has as a general mission, the training of the child to be a full-blown citizen intellectually, physically, morally, and equally his insertion in the society.

On the contrary, Fernandez-Suarez 2016 opine that, *“the level of student misconduct and delinquency in the school milieu today is alarming as it leads to tremendous failure, suspension and school drop-out”*: All the above create a lot of tension and fear in school, against the notion that, *“school has as finality to produce socialized individuals through moral education (Emile Durkheim, 1858- 1917)”*. On the contrary, a lot of delinquency and violence is going on in schools nationwide, justifying the fact that, violence is a global problem in Cameroonian schools. Globalization, social media, technological evolution, have taken hold of us that parents no longer control their children, the African culture has been extinguished. As such, delinquency is a nuisance in our society as a whole, since violence is transported from the entire community and homes to schools. It can therefore be seen that the community, home, school and delinquency form a vicious circle. It is common place to find people consuming shisha in public places, parents (smoking cigarettes around their kids, storming schools to brutalize or beat-up school authorities), Civil administrators invading schools without the knowledge of the principal and fighting with teachers inside their own class, a driver crossing the red light, the students watching music and pornography on their phones in class, or playing haphazard games and gambling for money while the teacher is teaching, the list is long. Emile Durkheim (1938) says moral education taught in schools is aimed to form individuals who are adapted to a given social condition; the transmission of community value. This holds true in Cameroon as we can see that, these students are adapting to the social conditions paved in our society, as delinquency is perpetrated at all levels in the society. There is a problem of behavioral mind set and mental health in our community hence the contrary could not be expected in schools as delinquency has become a talk in all households. In a bit to solve this problem at the school milieu, the

government created CSESU (Compagnie de Police en Charge de la Sécurité des Etablissements Scolaires et Universitaires in 2012). On another note, UN (2002) presented a misconduct and health report which holds that no Cameroonian community is untouched by the acts of violence as images and actions of violence pervades the media, the streets, our homes, schools, work places, and institutions which tear all the fabric of our community and threaten our lives, health and happiness. In support of this, Estefania (2008), in her write –up maintains that “*violence turns to translate into more serious behavioral patterns related to the physical violence (bullying, fighting, corporal punishment, sexual exploitation) and verbal violence (insults, slants, gossips)*”, and today it is even more serious as it leads to instant deaths in schools.

Empirically, we observe that, even with discipline in secondary schools, students at Mfoundi III and VI still bully their friends, fight in class, use of dangerous weapons on their friends and teachers, gang influence, slapping, kicking, consuming of illicit drugs, stealing, playing “*njambo*” in school, seizing their teachers’ phones and bags, despite the conviction that discipline management strategies reduce the rate of misconduct. On a serious note, most secondary schools in Yaoundé 3 and 6, are trapped in the dragnets of delinquency, school absenteeism, less participation in school activities, aggression, drug abuse, school failure, school dropout, to name a few. In 2018 at St BENOIT in Yaoundé, a student was caught with 2kgs of marijuana in school. He intercepted any student who was going to the infirmary, offered him for free, with the pretext that it treats headache and pain. As a matter of fact, many students who consumed drugs did that unintentionally as tramadol (250mgs) is equally put in locally made juice (Folery) and sold to these students. It should be noted that the tramadol that is administered in the hospital as pain killer is just 40mgs. In addition, in 2019, a form 4 student of LBA locked his DM in the toilet when he entered to ease himself. Some of them drug girls and rape them, casting of dice for money in class, seize or steal students’ money or bags, enter with phones illegally in school, perpetuating corruption in schools. Still in LBA some students connive with thieves and drug dealers, smuggle them and even hide some right in the class’s ceiling source: interview from LBA discipline Master. Some seize their teachers’ phones and bags. Of recent in 2019, a student of GBHS Etoug-ebe died because of the consumption of drugs in an occasion (*charteil*) organized by the students out of school. In 2019, a student of Franky comprehensive college blocked his DM from going home because he seized his phone and the next day, he fought with two DM^s in school. Students organize inter school fight to settle scores because of their friends in other schools.

As a result of all these atrocities, the consequences fall back on the students who fail and lose a school year or more, the parents who suffer from double expenditure. This problem

equally has an impact on the government since it wastes resources to construct educational infrastructure and pay personnel but sanctioned with a falling rate in educational standards and low level of socio- economic growth and development. This however leads to wastage in the country's resources and fall in economic development and precedes the following questions. Could all the above disciplinary and criminal problems be as a result of poor discipline management strategies? Can knowledge be impacted in such condition, or can a teacher be motivated to teach in such an atmosphere of misconduct and tension?

The problem is more serious given the fact that, measures put in place to deal with indiscipline are barely adequate, given that there exist no administrative or legal guidelines (preventive measures in the national school curriculum) which can be referred to as far as the discipline of students in schools is concerned.

With all the above, the researcher begins to wonder if schools carry out delinquent preventive measures, if school rules and regulations are well formulated and implemented, if students are properly monitored and proper sanctions are given them on misconduct? In effect this study seeks to investigate the extent to which the implementation of discipline management strategies influences students' delinquency.

1.3. Research Questions

1.3.1. Principal Research Question

To what extent do discipline management strategies influence students' delinquency in some secondary schools in Mfoundi division, Yaoundé?

1.3.2. Secondary Research Questions

- 1) What is the impact of school rules and regulations on students' delinquency in some secondary schools in Mfoundi division, Yaoundé?
- 2) To what extent do school preventive measures, influence student delinquency in some secondary schools in Mfoundi division, Yaoundé?
- 3) How does school monitoring affect students' delinquency in some secondary schools in Mfoundi division, Yaoundé?
- 4) What is the influence of school sanctions on students' delinquency in some secondary schools in Mfoundi division, Yaoundé?

1.4. Research Objectives

1.4.1. General Research Objective

The general objective of this study is to assess the extent to which discipline management strategies influence students' delinquency in some secondary schools in Mfoundi- division, Yaoundé.

1.4.2. Specific Objectives

The specific objectives of this study are as follows.

- 1) To examine the impact school rules and regulations have on students' delinquency in some secondary schools in Mfoundi division.
- 2) To find out the influence of school preventive measures on students' delinquency in some secondary schools in Mfoundi division
- 3) To investigate how school monitoring affects students' delinquency in some schools in Mfoundi division.
- 4) To verify the influence of school sanctions on the level of students' delinquency in some secondary schools in Mfoundi division.

1.5 Research Hypotheses

1.5.1 General Hypothesis

-Alternative Hypothesis (H1)

Discipline Management Strategies influence students' delinquency in some secondary schools Mfoundi division, Yaoundé.

-Null Hypothesis (Ho):

Discipline Management Strategies do not have an influence on Students' delinquency in some secondary schools at Mfoundi Division, Yaounde.

1.5.2. Specific Hypotheses

1a) RH1 –School rules and regulations have an impact on students' delinquency in some secondary schools in Mfoundi division.

1b- H01- School rules and regulations have no impact on students' delinquency in some secondary schools in Mfoundi division.

2a-RH2 – School preventive measures have an influence on Students' delinquency in some secondary schools at Mfoundi division

2b- H02 –School preventive measures have no influence on students’ delinquency in some secondary schools at Mfoundi division

3a-RH3 –School monitoring affects students’ delinquency in some secondary schools at Mfoundi division.

3b-H03 -School monitoring does not affect students’ delinquency in some secondary schools at Mfoundi division

4a- RH4 - School Sanctions have an influence on the level of students’ delinquency in some secondary schools at Mfoundi division

4b- H04.- School sanctions do not have an influence on the level of students’ delinquency in some secondary schools at Mfoundi division.

1.6. Significance of the Study to Stakeholders

According to Best (1993) knowledge cited by Amin (2005), researchers must demonstrate why it’s worth the time, effort and expense required to carry out the proposed research. This study will be of great significance scientifically, socially and professionally. It is equally important as far as the academic platform is concerned and to future researchers on this field of studies.

Scientifically, this study will significantly add to the already existing knowledge on how to prevent student delinquency and maintain discipline within our school environment. It would provide a solution to the delinquency crises at Mfoundi in particular and Cameroon in general.

Socially, this study will open up the view of both parents and students towards discipline and education. Most parents think the education of their children is the sole responsibility of the teachers and students on the other hand think they are doing their parents a lot of good by going to school. By being obedient in class, means they are pleasing teachers. This study will evoke the importance of appropriate behavior, quality academic achievement, as well as, the role that parents and students alongside teachers, can play to realize this goal.

Professionally, this study will act as a guide line or a reference material to all stakeholders with parents and students inclusive as far as matters relative to discipline management and academic achievement are concerned. This study will provide solutions to teachers’ plight of lack of equivocal or better alternative disciplinary strategies for schools.

Future researchers will be able to expand on other areas of this study. Above all, this study hopes to create new grounds for future research works in the field of discipline and behavior in learners.

To the Government

This study will be of great significance to the government as it would enhance various avenues, methods and techniques of improving on students' attitude in order to reduce the level of delinquency. This study would enable the government through the Ministry of Secondary Education to better define disciplinary policies, to be more realistic in disciplinary policies in terms of effectiveness in implementing them. The *raison d'être* of this study is for the government to redefine policies to target the recent delinquency crisis that is plaguing the educational sector. This should include the terms of evaluation to determine its effective implementation. Teachers, especially D Ms at all levels should be consulted before drawing up of the Education policies in discipline.

Principals

Findings of this study bring out knowledge on the status of discipline in Secondary schools. It may serve as a basis for principals in institutions to device ways and means of preventing further escalation of indiscipline. It also provides the bases for establishing the possible causes of such indiscipline. Establishing the role played by different stakeholders such as the parents, students and policy makers at local and national level which may enable them understand their roles better and help reduce indiscipline. The study also highlighted the strategies that principals can use to enhance discipline in their various institutions. This may help school administrators in general to find better ways of preventing such indiscipline as well as improving on the already practiced strategies. It helps Principals with the notion to lay much emphasis on the teaching of moral education and peaceful conflict resolutions to the students and equally to make sure students with attitude problems are sent to counselors and psychology specialists

To teachers

This study is beneficial to teachers as the application of its findings may result in the amelioration of their relationship with students, hence the avoidance of conflict. This study is equally significant to teachers since it is against corporal punishment that when avoided by teachers, it will go a long way to fight against delinquency. Teachers should have love for their students, be intrinsically motivated even when extrinsic motivation is absent as the case may be. It equally enables teachers to learn better strategies of disciplining students and avoidance of antagonism and confrontation with students.

To students

This study will be of great significance to the students since it teaches them peaceful strategies of conflict resolution, the respect of hierarchy and school rules and regulations. It also

enables the students understand that the violation of school rules and regulation goes with sanctions.

1.7. Scope or Delimitation of the Study

This study is delimited thematically, conceptually, geographically, theoretically, and time wise.

1.7.1. Geographical Delimitation

Geographically, this study is carried out in some secondary schools in Yaoundé III and VI at Mfoundi- division in Yaoundé municipality which is the central region of Cameroon - Central Africa. Yaoundé is the capital of Cameroon with Mfoundi being one of the divisions. The central region which is a French region occupies 69000km² of the central plains of the republic of Cameroon. It is boarded to the North by the Adamawa region, to the South by the South region, to the East by the East region and to the West by Littoral and West regions. It is the 2nd largest of Cameroon's regions with land area of 68,953km² and a total population of 4,159,500, 2015 population projection. The center region is one of the most densely populated of Cameroon's regions with ten divisions including Mfoundi. It is the intellectual capital of Cameroon but secondary schools are less widely distributed than primary schools. Mfoundi has seven sub- divisions, Yaoundé 1 & V11. Yaoundé III has the highest number of schools in the sub division with 29.73% of total schools at Mfoundi. According to the 2011 census, Mfoundi has a population of 1 881000 with a surface area of 297km² and a density of 6336/km². Yaoundé has schools ranging from public, and private schools. Some of the schools here include, St Bernoit, Lycee Bilingue of Etug-ebe, Lycee Bilingue d' Application, Lycee de Ngoa -ekelle, Lycee Leclerk, Franky nuesery and primary school Yaoundé. source, - Bureau Central des Recensements et des etudes des Population, Institute National de la Statistique, Cameroon (web)– <http://www.city popution.de/Cameroon-cities.html>.

1.7.2. Thematic Scope

This work is delimited around the domain of discipline. It looks at the possible disciplinary measures in schools which can reduce the rate of delinquency and produce graduates with high moral values and appropriate academic achievements. This work is built on a strong consensus that, education is the backbone to success and that; well behaved students shun delinquency hence, greater achievement.

In addition, it focuses on determining if the strategies put in place to manage students' indiscipline affect their comportment. It has as independent variable, discipline management strategies and as dependent variable, students' delinquency in secondary schools.

1.7.3. Theoretical Delimitation

This study is explained by the following theories. The Choice and reality therapy by Glasser (1960), the moral development theory by Kohlberg, and the strain theory. Inclusive is equally the Ecological Systems Theory by Bronfenbrenner (1970) which states that, human development is shaped by the interaction between an individual and his environments such as individuals, friends, school, work, culture etc. These theories will be exploited with their relevance to this study.

1.7.4. Time scope

This theory is carried out within a time frame of 13 months, running from January 2019 to February, 2020.

1.8. Definition of Concepts

1) Education

Aristotle defines education as *“the creation of a sound mind in a sound body”* *“source: studylecturenotes.com.2020.*

Education is an asset to the state and not a liability. This is because; it helps in the process of bringing up citizens that are useful to themselves, to the state in all spheres of life and to the society as a whole. Farrant (1982) defines education as *“the process of learning to live as a useful and acceptable member of the community”*. In the same vain, (UNICEF, 2010:1) upholds that *“education generally occurs through any experience that has a formative effect on the way one thinks, feels and acts”*. According to Tanyi (2016:37),

“education is the process of shaping or modifying an individuals' behavior so that he/she can adequately adjust or fit squarely in the society”. In this regard, an individual whose behavior is well shaped will not be delinquent. Tambo (2012) on his part, sees education as *“the process by which persons develop their intellectual, emotional, spiritual and community to which they belong”*.

With regards to this study, education is defined as an aggregate of all the processes by means of which people develop skills, abilities, attitudes and forms of behavior which are of positive value to them and to the society in which they live. Effectively, a non-delinquent

student will acquire greater skills through education because he is always present in class, participates in class activities and does the right thing at the right time and at the right place.

2) Discipline

According to Sarfaz Ahmed (2003), “*school discipline is a rule, punishment and behavioral strategies appropriate for the regulation of children, and / or adolescents’ behavior and the maintenance of order in schools, aimed at controlling students’ actions and behaviors*”.

Generally, school discipline is defined as school policies and actions taken by school personnel to prevent students from unwanted behaviors, primarily focusing on school codes of conduct (Dergisi, 2009). One of the school policies to direct behavior towards particular goals is motivation. Motivated students are well disciplined since it affects the choices they make to be disciplined or not (Maureen Ebanga Tanyi, 2016). On his part, (Molindo, 2014) defines discipline as “*the art of training people to obey rules and /or codes of behavior using punishment or other forms of behavior modifications to correct disobedience*”. Its purpose is to teach children about the rules and values of our society and help them to be self-disciplined so that they become happy, and responsible adults (Molindo, 2014).

In relation to this study, discipline is instruction that molds, shapes, corrects and inspires appropriate behavior. This definition is in line with Dergisi’s point of view since he is of the opinion that school discipline involves policies and actions taken by school personnel to prevent students from unwanted behavior. It is a way of teaching and guiding children rather than forcing them to obey.

3) Management

According to Fayol (1916), management means to forecast and plan, to organize, to command, coordinate and control the organization. Management concerns people and can be defined as the act of control in an organization in order to ensure the survival of the organization. It has the general function of translating the general purposes of the organization into specific objectives and the selection of procedures to affect them (Hughes M. G., 1994). In this light, the success of an organization largely depends on its laid down policies, procedures and attitudes put in place by management. To Foulks (2005), management is a process by which responsible persons in an organization, combine resources in achieving given ends. On the other hand, Fonkeng and Tamanjong (2009), see management as an art to coordinate shared ends through inducements, especially, non-financial ones.

4) Management Strategies

Strategic management has been viewed differently by many schools of thoughts. A prescriptive approach to strategic management outlines how strategies should be developed, while a descriptive approach focuses on how strategies are put in practice. The schools differ over whether strategies are developed through an analytic process in which all threats and opportunities are accounted for, or are more like general guiding principles that have to be applied.

“Management strategy is defined as setting objectives, analyzing the competitive environment, analyzing the internal organization, evaluating strategies, and making sure that the strategies are rolled out across the organization” (Sharma, 2005). It is the management of organizations’ resources in order to achieve its goals and objectives. Strategic management involves recognizing opportunities and threats facing an organization, whether coming from within the organization or from competitors, identifying how the organization stacks up compared to its competitors. This requires the ability to look both internally and externally. Sara Javan Amoli (2016) in his article (An investigation of strategic management success factors in an educational complex), says that, *“strategic management in schools influences on their planning, predicting changes and management. They also can take advantage of the existing threats, turn them into opportunities”*. This is in context of this study since this study recommends the fact that, teachers can limit delinquency in schools by not imposing on students but by tactfully redirecting their delinquent skills to positive values.

5) Delinquency

Delinquency is any bad behavior and results in crime and violation of acceptable rules and regulations. In other words, it is a conduct that is out of accord with acceptable behavior or the law and therefore, socially undesirable. According to Harold S. Hulbert, (n.d) delinquency is applied to all those children who are involved in illegal and harmful activities. It is an unwelcomed action, omission or moral behavior of a juvenile which is socially, not permitted in any society. Huppertz and Powers (2017) maintains that delinquency is attributed to those who partake in mischievous or rule – breaking acts. This is in corroboration to this study because, partaking in mischievous or rule – breaking act means students going against the school rules and regulations which is one of the indicators of delinquency.

6) Student

A student is a person engaged in studies; one who is devoted to learning. That is, one who studies and examines in any manner; an attentive and systematic observer. According to I.

G. Global, a student is an individual who is endeavoring to learn. They can be people enrolled in an on-ground course.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter will center on the review of issues related to our topic of discussion to enable the researchers have an in-depth analysis of what has been written on the subject matter “discipline management strategies and students’ behavior” by previous scholars. This is in order to avoid repetition and contribute our quota on the evolution of scientific research, therefore, for the sake of clarity, this work will be divided into three main parts; the review of concepts, review of literature, and the review of theories.

2.1. Conceptual Literature

Here, we shall be reviewing the concepts and variables that underline this study and how they are related, hence, works related to the study’s independent variable and dependent variable including their indicators will be taken into consideration. In this light, the conceptual review of literature shall be presented under these headings; Discipline, management, management strategies, strategies, students, delinquency, students’ delinquency. We will equally review other related concepts.

2.1.1. Discipline

Discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violations of which are questionable and also sanctioned. In this respect, the discipline of students is very important in the attainment of the desired outcomes of education. This is due to the fact that learners are more likely to benefit from the teaching and learning process if they are disciplined. Therefore, school discipline is an important element in school administration. Different authors have defined discipline in various ways. Wango (2010) *“defines discipline as the training especially of the mind, and character aimed at producing self-control, ordered behavior and skillfulness”*. Reyes (2006) adds that, *“school discipline refers to the regulation of children and the maintaining of order in school”*. He went further to explain the many methods used by educational actors to foster discipline in schools including, corporal punishment, guidance and counseling, sanctions, monitoring, preventive measures, rehabilitation, education, advice, warning, psychological punishment amongst others. His ideas differ from this study in that, these researchers do not recommend

corporal punishment and psychological punishment because it is banned in Cameroon schools and equally, it leads to torture and frustration.

Adesina (1980:108) says that *“discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behavior”*. From this definition therefore, the school has a primordial role to play in instilling discipline in their students. This is because, discipline is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). In a study carried out by Nolte (1980) and Barrel (1978), they opine that, *“discipline is based on the concept of ‘Loco Parentis’, which allows school authorities full responsibility for children’s’ up- bringing, the right of discipline and control”*.

In her work titled, *“Aiming for discipline instead of punishment”*, Lori Desautels, (2018) writes about brain- aligned discipline; she underscores that brain – aligned discipline isn’t compliance driven or punitive. It’s about supporting students to creating sustainable changes in behavior. She advocates the following point;

Traditional punishment with students Adverse Childhood Experiences (ACEs) only escalate power struggle and conflict circles. This is because students with ACEs have brains that are in constant state of alarm hence do not register properly. Discipline can only be done with delinquent students when both the educator and student are calm and self-regulated. Punishment is used to try to force compliance. The vast majority of school discipline procedures are forms of discipline that work best with the students who need them the least. Discipline unlike punishment is proactive and begins before there are problems. Discipline provides guidelines, focuses on prevention, enhances communication models respect and embraces natural consequences. It teaches fairness, responsibility, life skills and problem solving.

The central theses advanced by (Lori and Adesina) fall in line with this study since it examines discipline as being proactive just like the preventive measure here. This study looks at discipline as a pre- requisite to everything a student has to offer; discipline enables students shun from delinquency by not deviating from school expectations.

Therefore, in the context of this work, discipline is a system of guiding the learner to make reasonable decisions that will make them personally accountable for their actions, provides them a gain in concentration, rich academic performance, limited chaos, no depression hence limited delinquency.

2.1.2. Management

Management is a set of principles relating to the functions of planning, organizing, directing and controlling and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals. Retrieved from <http://www.managementstudyhq.com>.

According to Harold Koontz (1909-1984), “*management is the art of getting things done through others and with formally organized groups*”. In the same light, F. W. Taylor, (1856-1915) opines that, “*management means knowing what to do and then seeing that they do it in the best and the cheapest way*”. Mary Parker Follett (1868-1933) supports this view as she adds that, it is the art of getting things done through people.

From the above definitions, one can see that educational management refers to the administration of the educational system in which a group combines human and material resources to supervise, plan, strategize and implement structures to execute an education system. However, Ibrahim Ali (2017) expresses the idea that “*educational management is all about factual application of management principles in the educational field*”. In support of this, Gerald Ngugi Kimani (2018) opines that, “*educational management is an applied field of management*”.

Taylor’s definition is in the context of this study because, if a student knows what to do and does it in the best way, this will go a long way to curb students’ delinquency.

2.1.3. Management Strategies

According to Tanya Summut-Bonnci (2015) “*strategic management is the process of evaluating, planning and implementation designed to maintain or improve competitive advantage*”. He asserts that the strategic management process starts with an in-depth evaluation of the internal organizational environment and the external environment. The evaluation is a component of the SWOT analysis (internal strengths and weaknesses, external opportunities and threats).

In a study carried out by Iyer Subashini K. (2014) on strategic management, he upholds that, “*strategies are ideas and actions to conceive and secure the future. It’s concerned with making decisions with regards to implementation*”. In addition to the above, Lwazi Mlalazi (2015) carried out a study on the implementations of strategies used to maintain positive discipline as he writes. “*There is positive discipline and negative discipline management. Positive discipline entails guiding learners’ behavior and helping them take responsibility for making good decisions and understanding why those decisions*

are in their best interest” Anderson (2009) supports this view as he holds that, “*discipline should involve non-punitive methods- negative discipline is based on reactive responses as opposed to proactive approaches (corporal, physical or emotional punishment)*”. Lwazi’s definition is within the context of this study since he opines that, positive discipline entails guiding learners’ behavior and helping them take responsibility for making good decisions and understanding why those decisions are in their best interest, being what this study advocates.

In a contemporary view, Danzie (2008) advocates that, all those who have the responsibility should find creative ways of disciplining children in order to help them develop healthy life styles that are a reflection of the respect for human rights. However, Kemmis and McTaggart (1988) in Samuel Asare (2015) developed a concept for scolding as a disciplinary measure. They proposed a spiral model comprising four steps: reflecting, planning, acting, and observing.

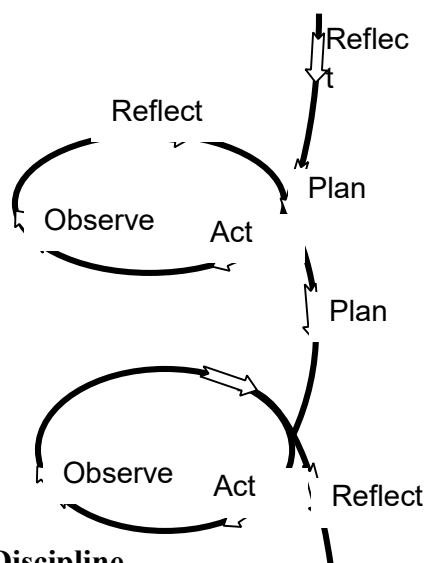


Figure 1: Spiral Model of Discipline

Source: Kemmis & Mc Taggart, (1988)

According to them, the spiral starts with reflecting which is the identification of what the problem is; reflecting on the disciplinary actions of students’ misbehavior. Hatton and Smith (1995) believe that a powerful strategy for fostering reflection is to engage with another person in a way which encourages talking, questioning in order to examine, plan, implement and evaluate.

Therefore, in the case of this study, it is a technique which can be structured to provide a safe environment within which self-revelation can take place and be achieved through formulation and implementation of major goals, careful directing and controlling of students.

2.1.4. Discipline Management Strategies (DMS)

The focal point of this write-up is to rethink appropriate discipline strategies for students in Cameroon in general and Mfoundi division in particular; in order to provide students a more responsive attitude to their surrounding and provide an effort to cover the delinquency gap.

According to Ponfua Yhayeh Ngwokabbuenui (2015) in Angel J. (2018),

Discipline management strategies can be defined as the “continuous planning, monitoring, analyzing and assessing all that is necessary for the school to meet its goals and objectives, put in place the educational stakeholders or the top management of education on behalf of the educational actors, taking into consideration resources and the assessment of the internal and the external environment within which the school competes.

A number of discipline management strategies have been reviewed within the context of this work taking into consideration the specific variables guiding the study. In the same light, Mwangi Anne Njeri (2015) opines that, *“discipline management strategies are the specific actions or measures used in discipline management”*. She therefore evaluates the role of the administrators in managing discipline and equally assesses the corrective and preventive strategies used in curbing indiscipline amongst students. She however opines that a disciplined student is known through class attendance, participation in school activities, academic performance and adherence to school rules and regulations. The discipline management strategies are not only applied in school but at home. It’s for this reason that Edwards, (2004) in Mwangi (2015) asserts that homes are microcosms of the society thus misbehavior acquired at home can be transmitted in school. Therefore, the role the society plays in children’s lives is sometimes very important.

Adesina S. (1980) maintains that, *“discipline management strategies can be well implemented in school with limited class sizes”*. It’s for this reason that Haller (2007) blames the prevalence of indiscipline in schools to larger school sizes. She argues that, it is very difficult to control a school that is over populated and this leads to students’ misbehavior. In this respect, it is very necessary that schools maintain manageable number of students so as to be able to give relevant services such as guidance and counseling as well as addressing individual problems of students as they occur, hence curbing delinquency.

This view was supported by Edwards (2004) when he says that, *“what happens in school is a reflection of the community at large”*. Yaroson (2004) also shared this point of view when he explains that, *“the home, school and social environment shapes the behavior of students in schools and should therefore implement some discipline management strategies”*. In the same vain, Mbiti (2007) maintains that the school is not an island but part of the community. Schools are members of that community. School activities must therefore reflect as far as possible, the nature and aspirations of the community. School discipline policy should spell out amongst all things, school rules and regulations. In this respect, RRs should be clear by spelling out the *“dos”* and the *“don’t”* in the school and the expected outcomes for non-conformity with. According to Cotton (2003), *“the school discipline policy should be definitive in all aspects, stipulating the rules and duties of the different stakeholders in discipline management”*. Cotton (2003) adds that, clear discipline policy guide lines will guide principals and teachers on the discipline achievement measures, by clearly defining the roles of each office bearer in the institutions’ administrative structure. This creates uniformity in discipline enhancement in schools, making it easier for administrators to carry out their duties, (Cotton, 2003). Similarly, Wapedia (2010) asserts that effective discipline enforcement requires the concern, either implicit or tacit, of parents and of students. This implies that, students, their Parents, and the Board of Management of Learning Institutions (BMLI) should have well defined roles to play in the discipline management process that is well spelt-out in the school discipline policy. But on the contrary, the 1998 educational law in Cameroon does not stipulate these general policies on discipline, perhaps because they rely on the notion of *“No- one- size-fits-all”* hence; each school should adopt its own disciplinary policies, depending on its environment. This researcher views this notion as a measure which in itself perpetrates indiscipline.

This is opposed to the Kenyan educational policy as stated by (Mivangi, nd), when he says that the discipline policy in Kenyan schools is spelt out on the educational act of 2000 as follows *“It gives the principal the power to suspend a student from school, temporary while waiting the decision by the Board of Management”*. But the policy fails to identify also, the kind of punishment to a given situation. That gives room for arbitrary punishment for indiscipline in schools.

According to Mbiti (2007), corrective strategies in discipline management are better, as he writes. There are two schemes of corrective discipline management. Firstly, the traditional scheme of discipline. This was guided by the premise that; the child was born naturally bad. In this view, all children were naturally inclined to do evil, unless, they were controlled properly

by adults; a control which was effected either through harsh punishment or through rewards. In this view, UNESCO, (2010) on a review on corporal punishment writes;

For children in many counties, corporal punishment is a regular part of the school experience. It is also a form of child abuse. Corporal punishment is a deliberate violence inflicted on children and it takes place on a gigantic scale. However, corporal punishment has not been shown to be effective especially in the long run and it can cause children shame, guilt, anxiety, aggression, a lack of independence, a lack of caring for others, and thus, greater problems for teachers, care givers and other children.

In corroboration with this, these researchers advocate intellectual humility, discipline with dignity for teachers, since it would restrict embarrassment from students, and prevent fighting between teachers and students that may result to injuries and even death.

On their part, Vijav K. Sharma (2006) says, discipline management strategies are very important for students because, we can't be well educated without discipline, and its proper implementation will enable students attain their dreams and desires. Ayoba (2005) adds that discipline helps one to be focused, have self-control and be respected by others, while Admin (2011) opines that, *"good discipline management changes one's conscience and mind, without which, one cannot live a happy life"*.

In the context of this work, DMS are all the positive methods used by the school to put the students under control and create an effective learning environment for students to exhibit acceptable behavior of the society and to be useful to themselves. This study adapts Ponfua's definition because, for delinquency to be curbed in the school milieu, the strategies of discipline should involve continuous planning, monitoring, analyzing and assessing all that is necessary for the school to meet its goals and objectives, put in place the educational stakeholders or the top management of education on behalf of the educational actors, taking into consideration resources and the assessment of the internal and the external environment within which the school operates.

2.1.5. Students

A student is a person engaged in studies, one who is devoted to learning. That is, one who studies and examines in any manner; an attentive and systematic observer. Retrieved from <http://www.definitions.net>

According to Jelena Jane (2004) in her theses, she researched in the field of leadership education and recognized the importance of leadership development amongst students. She advocates that, college students can assume many types of leadership roles; they may become institutional representatives, community leaders and organizational directors. All of these roles

are important public service opportunities (Golden and Schwartz, 1994). According to a study by Golden and Schwarz, student leadership in public service originates from four motivating factors:

- 1) Students' desire to make a difference
- 2) The opportunity to develop significant leadership skills
- 3) A need to further a particular higher education issue or political agenda
- 4) Their desire to take a more active role in the organization they serve

In his view, Adakawo (1996) highlights the large amount of evidence on the benefit of students' engagement for the individual learner. This is why Vicki Trower (2010) in her study on student engagement literature in the department of educational research, university of Lancaster adds that, higher education literature has arguably recently returned to this conceptualization that takes into account ontological perspectives of the tertiary experience and its contribution to who and what students are becoming (Barnade and Dall'Alba, 2017) and (Kamelifar, 2018).

In relation to this study, the student engagement highlighted above can enable students embrace the school rules and regulations with more seriousness if they are engaged in its formulation. In another tone, Alden J. Carr (1959), advocates that, concerning students' life, students do not only have symbolic positions in their higher education institutions, but also have the right to discuss issues, make recommendations and in some instances, vote. This notion can be applied to discipline strategies where some students are involved in the decision-making concerning student life. In the Atlantic state, the importance of student participation has been recognized since the early 1970s, and today, the students serve a vital role to the coordination commission, (Higher education coordination commission, 1998).

2.1.6. Delinquency

Delinquency is a conduct that is out of accord with acceptable behavior or the law and therefore, socially undesirable. According to Annemaree Carroll and Stephen Houghton (2010), the nature of the bodily conditions may result in abundance of energy finding outlet in delinquent behavior. Anna, Ryan, & Michael (2011) advocate that, issues such as unemployment, inadequate housing facilities, absence of social services, local authority disintegration, irrelevant educational systems and peer pressure are some of the challenges facing the 21st century youths, as a result, delinquency and violence are often looked upon as an agreeable outcome.

Mazna and sa'odah (2007), opine that juvenile delinquency is typically an act committed by a minor which violates the penal code of the government with authority over the area in

which the act occurs. That is why, Asrseeault (2011) maintains that, physical issues such as disabilities, malnutrition and drug abuse amongst others contribute to how a child responds to certain situations.

Instrumentally, prevention and intervention at early stages in life (Winterdyk 2014) shows that, rates of youth delinquency shot up in the late 80's and earlier 90's globally the social support relations that ensure a smooth transition from child hood to adult hood are no longer functional. Brooke et al. (2013) adds that issues such as unemployment, inadequate housing facilities absence of social services, local authority disintegration irrelevant educational systems and peer pressure are some of the changes facing the 21st century youths. As a result, violence is often looked upon as an agreeable outcome (Anna, Ryan and Michael, 2011). These authors conclude that delinquency is the common norm of the society today where people commit atrocities that are undesirable by the society with one justification to another. This study therefore adopts this idea by looking at delinquency as any behavior that deviates from acceptable norms and expectations.

2.1.7. Students' Delinquency

This is the notion of committing deviant acts by students; which is not in conformity to school rules and regulations. It is the situation where by, students exhibit anti-social behavior in and out of schools that need some strategies to redress the situation. According to V. K. Maheswari (2016) students' delinquency is the conduct of a student which is socially undesirable. The failure of students to meet certain obligations expected of them in the society. Frederick B. Sussmann in Maheswari (2016) defines students' delinquency as the violation of any law or ordinance, habitual truancy, association with thieves, vicious or immoral persons, and incorrigible beyond control of parents, guardians, the school and community. This definition is within the context of this work because delinquent students exhibit their truancy both at home and in school, break both home and school rules and insolent to everyone.

2.1.8. Monitoring

According to business dictionary.com, monitoring is supervising activities in progress to ensure they are on course and on schedule in meeting the objectives and performance targets. Croninger and lee (2001) reported that the degrees to which parents, teachers, and care givers interact with learners and follow up their studies have a significant impact on students' performances and achievements. He adds that, most parents are actively involved in the education of their children by checking and monitoring their academic progress, but it's rather

unfortunate that some parents are still ignorant of the important role they can play in enhancing the level of their children's achievements.

Research studies carried out by Desforjes and Abouchaar (2003) a Kenyan researcher who examined the causes of school violence show that parental involvement takes many forms including good parenting at home, the provision of secured and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. These forms of parental involvement in the education and daily lives of their children are very essential given that they reawaken a lazy student, he concludes. This implies that learners can be constantly monitored at home by parents and caregivers ensuring that they do their homework, revise their notes and complete their assignments. While in school, student's progress can be monitored by a steady steaming of home works, assignments, group works, quizzes, tests, projects etc. Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the whole class.

McLane (1996), maintains that the essence of monitoring students' progress be it by parents, care givers or teachers is aimed at finding out if the learners are meeting or exceeding the expectation. By so doing, teachers are able to ascertain if their teaching methods are good or need to be ameliorated upon. If the child's performance after an evaluation exercise does not meet the expectation, then the teacher changes the teaching method while the parent changes monitoring strategies. In this process, teachers and parents are working towards ensuring that the goals of education, amongst which quality performance and academic success of learners is paramount, are being attained to the fullest.

Looking at this study, monitoring is the regular observation and recording of students' activities, routinely gathering information on all aspects of student life, and reporting feedback to hierarchy. This ensures activities are carried out properly by the right students at the right time and at the right place, therefore in support of McLane's definition since it is out to find out if the student is meeting or exceeding expectations.

2.1.9. Preventive Measures

Prevention of conduct problems is done through careful planning and wise administration. Because one learns what he practices, it is advisable to prevent misbehavior which is in effect the practice of bad conduct. That is why school authorities must prevent

students from learning poor conduct. Mary Ellen Beaty in a research carried out in relation to youth malpractices says delinquency is a negative competence practiced over a given duration.

The central idea advanced by this author falls in line with this study since it examines negative student's behavior as a negative skill he or she has been practicing and refining for many years. She says that, most of the negative skills have their beginning in the family life. On the other hand, Alexander Volokh with Lisa Snell (1989) opine that *"it is widely agreed that schools are a breeding ground for moral and societal norms children will spend 7 hours a day, 38 hours a week, nine months out of 12 for numerous years of their lives in school"* Therefore, the school is paramount, the only institution remaining to develop productive and just members of the society. When schools develop good values in students, violence is prevented, bullying and other destructive behaviors set up competing immoral value systems that schools should resist. It follows that, if schools really want to promote orderly conduct, one way to do so may be to instill in students the moral values of orderly conduct and obedience to one's superiors in particular teachers and administrators. According to school violence researcher, Jackson Toby, the prevalence of disorders and its off springs, violence – is directly related to how much respect students have for authority figures in school. Such respect acts as an informal control on behavior; typically, formal controls like metal detectors are only instituted when violence has already become a major problem. In classifying violent prevention programs, Alexander Volokh and al. (1989) categorize violence prevention programs as follows;

- School management-based programs. These are programs that focus on discipline and students' behavior, alternative schools and cooperative relationship with police and law enforcement.
- Environmental modification. These are programs based on changing students' behavior by changing students' social and physical environment. These include installing metal detectors and hiring security guards but also include larger scale programs like setting up after school programs and increasing or decreasing school size. Unfortunately, they cannot prevent aggression but can only detect crimes. Other preventive measures include, searching lockers, shaking down students, video cameras, security guards all improve behavior by enhancing security.
- Education and curriculum-based programs. These are programs based on teaching students' behavior management skills and non-violent conflict resolutions. According to Jackson Toby, this program shuns from punishing students, it addresses root causes of violence by involving new educational programs to improve students and teachers conflict resolution skills, it prevents or discourages gang membership and equally enhances students' self-esteem through new curricula. He concludes that, other programs like mentoring also work.

In corroboration with this, Adda A. (1989) adds that, rather than engage in power struggle with a manipulative student who engages in manipulating his classmates to get her needs, the teacher should acknowledge the negative skill that the student has worked so hard to develop, and then, redirect it. Give her credit for all the years that she has practiced the skills. This will also lead to an increase in the student's perceived empathy from the teacher. After acknowledging the skill, re-frame the skill and then, redirect it to a positive skill. A person mastering the art to be disciplined always becomes successful in every walk of life. School preventive measures do not only concern the students. Even teachers too need to apply some preventive measures. They can avoid confrontation with students as a preventive measure.

Looking at the literature provided above, we have come to realize that, it is imperative for the teacher to leave the ego at the door. A teacher or an administrator should have the capacity to control the flaring up of his or her own impulses, issues and negative reactions. Young adolescents are highly skilled at reading teachers and identifying the things that make them impatient, rigid, angry and upset. Young adolescents often share insights with each other about what annoy teachers and school administrators. The ability to manage one's own issues as they arise is one of the counselor's most demanding skills, (Hayes and Diemer, 1991). When a teacher takes the comments and manipulations of students personally, interpersonal chaos is likely to follow as the case at Nkolbisson -Yaounde where the teacher ended up losing his life in January 2020. Thus, it is a good idea for a teacher to learn how to suspend his or her own issues as they arise, to "place them on the shelf", so to speak, to be addressed later. Suspending one's own reactions is a skill, to be sure and it is a skill that can be improved with practice as it prevents students' delinquency. According to Halime Unal (2011), the school is responsible to teach norms and values of society and control the behavior of young people. To achieve this goal, discipline techniques are used to prevent and correct the undesired or wrong behaviors of individuals. However, sometimes, discipline techniques might encounter difficulties to accomplish these goals, especially if ineffective methods used. This process could put students at risk of committing delinquency. Previous studies have generally shown that, schools with serious disciplinary problems have a higher rate of delinquency or anti-social behaviors than other schools; (Payne et al., 2003; Sprague, Walker, Sieber, Simonson, & N Ishioko, 2001). This view is supported by Skipa and Peterson (2000) in their review article, when they pointed this out; *"harsh coercive discipline techniques were not able to correct the misbehaviors of students"*. Some of the studies conducted in Turkey revealed that coercive discipline techniques such as shouting, hitting, calling bad names are still commonly used by the teachers or managers and provide tension. (Deveci, Acik, anaayar, 2007; Millet Meclisi, 2007). Cukur and Kuru

(2007) also pointed out that there is an important cultural difference between students and teachers in high schools, where students are more likely to avoid conflicts. Skipa and Peterson (2000) suggest that, discipline techniques should be more inclusive of the students in order to create a more positive and safe school environment. *“Studies in families have equally revealed that, inclusive discipline techniques are much better to correct the misbehavior than coercive techniques”* (Heimer, 1997). When teachers and administrators use the inductive discipline strategies such as reasoning, school settings can become less risky and tense and that would be helpful to deal with delinquency. Because one learns what he practices, it’s advisable to prevent misbehavior which is in effect the practice of bad conduct. This is in line with preventive measures of discipline which is a positive approach to discipline. *“It involves a process designed to solve performance problems and to encourage good performance with rewards”*, (Harger A., 2018). No student must be punished negatively, hence, the student is more likely to respond positively and correct their problems. The basic idea behind the positive discipline approach is that, when a student is treated like an adult who must solve their problems rather than a child who must be punished, he becomes non-violent. A number of principles stand as guidelines when considering prevention as a discipline management strategy:

2.1.9.1. Principles of Preventive Discipline Management Strategies

- ❖ The best method of discipline is the preventive measure, which means planning in such a way as to avoid the rise of behavior problems. This principle confirms the saying which goes thus. *“The best way to prevent the growth of evil is to preoccupy the soil”*
- ❖ Preventive discipline helps youths to trust their educators. The wise educator, in dealing with his students, will seek to encourage confidence and to strengthen the sense of honor. Children and youths benefit by being trusted. Many, even of the little children, have a high sense of honor; all desire to be treated with confidence and respect, and this is their right. They should not be led to feel that they cannot go out or come in without being watched. Suspicion demoralizes and produces the very evils it seeks to prevent. Instead of watching continually, as if suspecting evil, teachers who are in touch with their students will discern the workings of the restless mind, and will set to work influences that will counteract evil. Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of trust.
- ❖ Teachers should watch for symptoms of restlessness and try to remove the causes of tension or institute counteracting influences.

- ❖ Where it's practicable, moving a child to a new psychological climate by placing him under a different teacher might prevent the growth of misbehavior. If teachers see that it is impossible to bring the student under the discipline of the class, let him be removed to another class, for it may be that another teacher may be able to supply the deficiency. What one teacher lacks, another may possess.

According to this study preventive measures means that the school authorities and teachers should help students apply acceptable behavioral standards which can dilute delinquency by instilling in them moral values and conduct, practicing inclusive discipline techniques, avoid coercive and corporal punishment, reason students when correcting them instead of being harsh. This will make the school setting less risky and tense. This will imply that, the teacher should always be present to correct them, teach them to manage their own behavior, the school should search the bags of the students before they enter the school, provide metal detectors, do constant patrol around, work in collaboration with the parents of stubborn children.

Skipa's definition is in line with this study since he pointed out that, harsh coercive discipline techniques were not able to correct the misbehavior of students, but delinquency can be averted by teaching norms and values of the society to students, (Halim Unal, nd). This study equally buys the ideas of Hayes Diemer who says that delinquency could be greatly reduced if the teacher has the ability to manage his own issues and egos as they arise.

2.1.10. School Rules and Regulations

To begin with, rules can be defined as one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area. Therefore, school rules are definite sets of standards that must be adhered to at all costs, standards that cannot change, and will be followed or else there will be consequences, legal or otherwise. Regulations differ with rules in that rules can be altered from time to time upon complaint and review. Some can be bent or broken without any consequences to follow, these are codes of conduct that govern the behavior of every member in a given community they are sets of instructions which tell us the way things are to be done and have no legal binding while regulations are standard laws or statutes that concern a certain law and therefore have a legal binding authorized by the legislation. Therefore, all students must follow the internal rules and regulations that govern their institutions. On the contrary, most students do not follow these R Rs making the school to face a lot of challenges. Souley Daouda (2018) supports this view when he says;

“At the beginning of this millennium, as Camoroon chooses to become an emerging nation by the year 2035, its secondary education faces many

challenges. For this reason, it should prepare them for a smooth insertion in a more demanding job market worldwide, through a pertinent teaching/learning process which can only be achieved through the putting in place and the implementation of adequate school RRs”.

But most students of Mfoundi hardly follow the internal RRs which vary from school to school, hence increase in the rate of indiscipline and delinquency. The internal rules and regulations vary from school to school but include general rules and regulations governing schools in Cameroon. The aim of the Internal Rules and Regulations (IRRs) is to ensure the motto of the school which may be, Discipline, Hard work, Success and Excellence. These IRRs are a means to bring about a serene and conducive atmosphere for the teaching and learning process to be effectively attained. It also aims at instilling discipline and encouraging academic excellence amongst students with a view of cultivating moral rectitude and responsible citizenship. The content of school Rules and Regulations include the following.

2.1.10.1. Students’ Involvement in the Formulation of School Rules and Regulations

Students’ involvement in the formulation and implementation of school rules refers to the work of student representative bodies – such as school councils, student parliaments, student cooperatives and the prefectural body in formulation of school rules. It is also used to encompass all aspects of school life and decision making where students may make a contribution, informally through individual negotiation as well as formally through purposely created structures and mechanisms. Student involvement also refers to participation of students in collective decision making at school or at class level, to dialogue between students and other decision makers, not only consultation or a survey amongst students, (Jeruto & Kiprop, 2011).

Some schools of thought think that students’ involvement in the formulation of school rules is often viewed as problematic to school administrators, parents and the society at large. This is often due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in running of a school. For this reason, student participation is often confined to issues concerned with student welfare and not in core governance issues such as school rules (Magadla, 2007). Sithole (2008) conducted a study on the extent of student involvement in decision making in South African secondary schools and found that student involvement in decision making especially in as far as formulation of school rules is concerned was debatable with often conflicting viewpoints propagated by different stake

holders depending on their backgrounds and world view. Basically, there were three viewpoints that were found to guide the extent of student involvement in formulation of school rules. The first was that students must remain passive and receive instruction from parents and teachers (Sithole, 2008). This view meant that rules must be designed by teachers and students are to follow them to the latter. The second viewpoint suggested that students can participate but only to a certain degree. In support of this view, Mutua (2004) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Aggrawal (2004) adds that *“while students’ representatives may not participate in matters relating to formulation of school rules and regulations, their participation should be ensured in all other academic and administrative decisions taken by these bodies”*. Though this view appears to support student participation in decision making, it however confines students’ involvement in decision making to specific areas of school life leaving out the most crucial aspects of rules and regulations.

Defining the limits of student participation in this way is however not only likely to give students the impression that the schools’ commitment is not to be taken seriously, *“but it also severely limits the possibilities for experiential learning about the nature of schooling and the educational system as well as in different forms of public decision making”* (Okumbe, 2008). The notion is authoritarian and paternalistic, rather than democratic. It does not only assume that secondary school students have a legitimate interest only in student specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved. Effective involvement, it has been said *“will give students a sense of ownership there by compelling them to adhere to school rules”*, (fielding, 2002). There are few aspects of school life and decision making in which, school students cannot be meaningfully involved-depending upon their age and experience hence the need to examine the third level of student involvement in decision making.

The third viewpoint suggests that students should fully participate in decision making which includes the formulation of rules and regulations. (Magadla, 2007). This view is supported by Njozela (2008) who points out that principals and other stake holders should not under estimate the contribution of students especially if they are given the opportunity to develop their skills and their level of maturity. In support of this, (Huddleston) 2007, states that students should be involved in all areas of school life. He adds that the range of activities that make up the work attempts to include views of students in school policy; such attempts were mainly tokenistic and did not extend to core issues of school rules and regulations. Students were only allowed to participate in student welfare issues but were deemed to be immature and

therefore unable to participate in administrative issues such as formulation of rules and regulations. It was thus concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare.

According to Adams (2003), school rules and regulations are amongst the strategies designed to instill good conduct in students. This implies; self-control, orderliness, good behavior and obedience to school authorities. Also, on admission, schools especially at secondary level, students are given prospectus, which spell out some of the expectations which include compliance with rules and regulations (Adams, 2003). Kiggudu (2009) conducted a study on how the management of school rules influences students' delinquency and academic performance in selected private secondary schools of Busiro County in Wakiso district, Uganda and found out that, students who move in accordance with the school RRs are less delinquent and have good academic success.

In a proper learning situation, a disciplined student is the one expected to do the right thing at the right time (Kajubi, 2007) added. Bratton and Gold (2003) also shared the same opinion when they argue that, a disciplined student is the one who is in the right place at the right time. However, this study found out that in most schools, students misuse time through loitering in villages and around the campus, yet time is a factor for achieving success, others arrive very late for classes, missing lessons which seem to affect their academic performance. This can be blamed on the violation of school rules and regulations especially concerning time management.

Taking into consideration that the case study of this research work cuts across public, private and denominational secondary schools in Yaoundé 111 and V1 of Mfoundi division of the center region of Cameroon, let's have a review of certain rules that are put in place in the aforementioned sectors of education.

2.1.10.2. Indicators of the School Rules and Regulations

- Admission modalities.
- Duties of the students.
- The rights of students.
- Respect of disciplinary measures.
- Respect of neutrality and secularity of the school.
- The organization and management of lessons.
- Academic work and sanctions.
- School attire.

- Management and preservation of the school premises and materials.
- The general behavior of students.

The section of these school rules and regulations which really concern our topic of research most are, the duties of the students, school attire, offences and sanctions.

Under the duties of the student, we have the following,

- a) Assiduity, Punctuality, and Involvement in school work.

Indiscipline, poor academic performance and unjustifiable absences (40 hours) will lead to loss of student hood. Any student who fails to pay in the required finance after the official deadline stipulated by the school automatically disqualifies himself as a student of that institution.

Source: Government Bilingual Practicing High School (GBPHS) 2017/2018,
School Rules and Regulations (SRRs.)

- b) Respect of disciplinary measures.

All the students shall be polite, submissive and respectful towards class heads, school prefects and the school administration in all situations and at all places

- c) Respect of private and school property This concerns the following

- Maintenance of school environment
- Cleanliness and maintenance of specialized rooms
- Cleanliness and the maintenance of class rooms and verandas
- Cleanliness and maintenance of machines and school materials

- d) Respect of school attire

All students must use the right uniforms prescribed by the school as indicated in the college prospectus during the school periods, official ceremonies and sports.

- e) Respect of others.

This is an indispensable condition of socialization. This respect includes that of staff, students, and other persons in school including self. In this regard, the following are forbidden. Insults, bullying, slander, fights, theft, rape, frustration, threats of death, exorcism practices, witch craft, bewitching, lies amongst others (Ref ministerial circular N°2/d/7/MINEDUC/GP/ETOP/DESG/DETP du 11/01/90).

According to this study, school rules and regulations are expectations of the school that the students must comply with.

2.1.10.3. Offences and Sanctions

The external relations of the college are handled by the principal who is the administrative head of the school. Government Bilingual Practicing High School Yaoundé (GBPHS)

2018/2019 school rules and regulations document further stipulates that, all the students and staff shall endeavor to foster and propagate the good name of the school to the public. They must seek the principal's approval before they can involve the name of the school in any support for themselves (individually or collectively), or in an act or performance they may wish to undertake in public.

Late coming to school, going home before official closing hours, loitering around the campus, especially along the class corridors shall attract immediate punishment from the disciplinary department of 1-5 hours of punishment as well as 1-3 days of punishment.

All students involved in insults, quarrels, slander, blackmail, blasphemy (expressing disrespect for any religion), fighting etc. shall be punished depending on the gravity of the case

Publishing of unauthorized information in any form shall be sanctioned with 3-8 days of suspension with hard labor.

There shall be no smoking, drinking of alcohol, drug abuse, gambling in and out of school, and dancing in bars and night clubs. Any student involved in these acts shall face the disciplinary council.

Any student involved in theft of any form, aggressive act of any form, towards constituted authority or towards other students shall be immediately dismissed, likewise any student involved in breaking into any office, classroom or any school building.

2.1.10.4. School Sanctions

A sanction is a penalty for non-compliance with a law or legal order or wrong action; something as a moral principle or influence that makes of conduct, a law etc. and binding. It is a coercive measure, as a boycott, taken by a group to enforce demand. A sanction can also be considered as specific or in the form of moral pressure that acts to ensure compliance with a social standard or norm. It is the punishment for breaking the law.

According to <https://www.usedulaw.com> , academic sanctions are penalties that school officials use to penalize students for poor academic performance. Legally, school officials have the right to use academic sanctions when students perform poorly academically. Some examples of academic sanction are; academic probation, retention, expulsion, denial of course credit, changes in ranking, modifying honors, or failing. Sanctions can equally take the form of suspension with hard labor, face disciplinary council, withhold report card, and dismissal.

There are equally sanctions for non-academic reasons which are disciplinary. Even with this, academic sanctions and grade reduction can be promulgated for excess unapproved school absences and trancies because, students cannot perform academic tasks satisfactorily if they are absent and that, grades reflect not only class work but class participation, which is affected

by absences. Schools maintain that, sanctions are both academic and disciplinary (imposing punishment).

In this study, school sanctions take an academic and non-academic form. As a matter of fact, school sanctions should not be confronted with corporal punishment but should be equated to moral pressure and positive punishment.

2.2. Review of Related Literature

Most of the research works that have been carried out to check the possible reasons behind the misbehavior of students and students' delinquency have taken into consideration factors such as; teachers' behavior, poor teaching- learning process, expulsion and dismissal, corporal punishment , guidance and counseling , racial or home background, procedures put in place to manage acts of violence, peer influence, stress management, disciplinary measures put in place on students and teachers amongst other factors. Most of these studies have confirmed the above-mentioned factors to be positively correlated with students' misconduct and delinquency.

2.2.1. Discipline Management Strategies to Curb Students' Delinquency

In attitude parlance, good comportment is portrayed through proper discipline which is the manifestation of socially acceptable habits of behavior, and students in turn shun from delinquent practices. This goes with the saying that, your attitude is your altitude, implying that, any disciplined student develops good study habits, enhance academic achievements and carrier actualization. Shunning from delinquent behavior implies that, the student will avoid physical violence, psychological violence, drug abuse and sexual abuse.

Olaitan Temitayo; Mohamed A., Nayaya & Ajibola; A. Lukman (2013) in their book titled, "Management of disciplinary problems in secondary schools", aims at investigating the types of disciplinary problems, their possible causes, and means of managing them. They assert that, indiscipline manifests through truancy, absenteeism, fighting, and drug addiction amongst others. The study equally revealed parental/home, political, social and economic, school environment, school curriculum and peer group influence as causes of indiscipline problems. They posit that, disciplinary problems can be dealt with if school staffers develop a spirit of team work and there must be a well spelled out code of conduct for all staff and students to follow. Therefore, the teacher is faced with the challenges of educating, socializing, empowering and satisfying students, but with the help of a good teaching atmosphere (Fafunwa, 2004; Farrant, 2004; Wasagu, 2009). By implication, *"the task of teaching which includes sustaining the educational system does not rest on his/her professional competence alone, but*

on the entire feature of the school climate" (Loukas, 2007). This opinion was shared by Ferguson & Johnson (2010) who also found out that, the lack of supportive and friendly school environment influences educators' disciplinary attempt and may cause them to remain cool.

Peterson and Rosser (2008) content that, serious breaches or school discipline policies include assault by students on teachers and other students, verbal abuse, offensive language, sexual and other forms of harassments, threats and intimidation, possessing offensive weapons, supplying or using illegal drugs, intrusions into the school and class rooms by adults with the intention of confronting teachers. These researchers support these facts with the view that, this problem is rather alarming and jeopardizing the administration of secondary schools. Alidzulwi (2000) in Olaitan (2013) attests the fact that, severe disciplinary problems have been experienced in secondary schools, stressing that, some secondary schools have developed into battle fields since learners carry weapons such as knives, guns, blades and machetes to school.

This idea is supported by these current researchers on the bases of the incident which is reported in Cameroon schools (GBHS Deido) where a form 4 student stabbed his mate to death (2018/2019 academic year), fight with their educators and each other, at GBHS EtougEbe in Yaoundé where a student died after excessive consumption of drugs in a "*chateil*" organized by students in the quarter.

In Olaitan's work, he identified three key causes of indiscipline which are parental follow-up, school curriculum and peer group influence while at the same time, Fafunwa and Farrant attribute the causes of indiscipline on school climate and teachers' attitude. Olaitan, Fafunwa and Farrant are working on the same problem, and similar to this study but this study is detailed on preventive measures, school RRs, school monitoring and school sanctions as causes of indiscipline.

Solomon Mwaniki, in his article, students' indiscipline: A reflection on the causes of misbehavior amongst learners in Kenyan Secondary schools (2018) aimed at determining common indiscipline cases in schools, identify the causes of learners' misbehavior. The study revealed that the common indiscipline cases in schools include, sneaking out of the school compound, drug abuse, theft and vernacular speaking. The study further found that, the main causes of student indiscipline in schools are; over-protective guardians, poor parental care and drug abuse. In this light, he recommends that, stakeholders in schools, should in a participative approach probe into the root causes of students' indiscipline in schools with an aim to reverse the trend. Beebeejaun-Muslum, (2014); Mariene (2012); and Ozigi (1978) in Solomon Mwaniki (2018), probe that, when addressing the issues of indiscipline in schools, one should be cautious because the symptoms of indiscipline in schools are easily recognizable but the causes are

subtler. They gave examples of symptoms of indiscipline as pupils' demonstration (peaceful or violent), general unrest, mass disobedience, deliberate breaches of school rules, drug use, delinquency, drunkenness, stealing, absenteeism, persistent lateness, bullying and laziness. On the other hand, they said that there are many causes of indiscipline, including such factors as bad as inadequate food, ineffective teaching, bad staff behavior, and authoritarian methods of administration, harsh school rules, and the influence of home or society, harshness of school prefects, unsatisfactory curricula, poor examination results or poor communication between the school administration staff and pupils. This is opposed to "task force on student discipline and unrest in secondary schools" (2001) which noted that when students are not involved in the formulation of school rules, there is lack of ownership resulting in resentment and ultimate open defense. Okumbe (1998) uses the analogy of the "hot stove rule" as advocated by McGregor (1960) to illustrate on how to impose disciplinary actions without generating resentments (indiscipline) in these five principles; disciplinary actions should be applied immediately, must be consistently applied, must be objective, should be impersonal, must avoid entrapment and should allow right of appeal. In support of these principles, a document by the ministry of education entitled "training for school management, a series of training modules for head teachers and trainers", (2000 p29), provided that, as far as possible, staff, parents and school committees should be in agreement on the type of punishment that is given where rules are broken; This will go a long way to minimize indiscipline.

In his opinion, Mwaniki (nd) enumerates over protective guardians, poor parental care and drug abuse as causes of delinquency and similar to this study since they all duel on delinquent malpractices in schools but the difference is that, this study identifies the key causes of indiscipline and delinquency being the violation of school RRs, the poor-application of preventive measures and laxity in school sanctions. On the other hand, her work is similar to this study because it mentions general unrest, stealing, absenteeism and lateness as forms of exhibiting delinquency, as equally explained here.

Additionally, Mwangi Anne Njeri (2015), in her theses titled "Assessment of discipline management strategies in Technical and Vocational Education and Training institutions in Nyeri County, Kenya" asserts that, school discipline has been an issue of concern to educators, parents, governments and other stakeholders. However, indiscipline amongst students has had detrimental effects on the efforts of educational institutions to achieve their goals. However, the study sort to fulfill the following objectives; evaluate the status of indiscipline, evaluate the

role of the principal, dean of students' council, heads of guidance and counseling departments and disciplinary committees in managing discipline in Technical and Vocational Education and Training Institutions (TVET), evaluate the indiscipline prevention strategies and the use of corrective strategies in managing discipline amongst students. The study recommends a review of discipline policies to define roles for all the administrators, enhancement of the use of role modeling as well as improvement of peer counseling and role modeling by peers. To this author, students' indiscipline in schools portrays itself in the form of crimes like violence, strikes, and disorderliness which have become major international issues as reported in various national surveys of school order and safety (Cotton, 2000). In this regard, these problems not only endanger students and teachers but also impede proper implementation of curriculum. Lewis (1999) supports this view as he holds that, no meaningful learning can take place in a chaotic environment. Lewis further observes that, the teachers' role is made more problematic when classrooms and schools become unmanageable. Though Mwangi focused on the status of indiscipline and their preventive measures, the role of administrative practices and equally posits that, discipline in the class room is a prerequisite if any meaningful learning is to take place (Lewis, 1999), she failed to realize the fact that, if the above are all possible without school RRs and school sanctions, all go in vain.

Her opinion is shared by Mtsweni (2008) who asserts that, in South Africa, not only are schools themselves finding it difficult to keep order and control, but the delivery of state services in support of schools. Learners and educators have to improve in order to attain the national vision of equality, quality, education and justice in schools.

Mwangi's idea is similar to this study because it talks about indiscipline, preventive and corrective strategies to combat it. It goes further to show that indiscipline is portrayed in the form of crimes like violence, strikes and disorderliness but differs with this study because her own consequences are mild. This work includes more profound and dangerous consequences of delinquency which range from school drop out to death.

The issue of learner indiscipline has taken center stage for a long time, internationally and nationally. In the United Kingdom for example, there are reports of many classroom disorders. Learners are generally noisy, rowdy and disrespectful to educators (Bissety, 2001). Such forms of indiscipline, had, invariably, lead to a drop in educational standards in United Kingdom schools over a period of 10 years to the year 2002 (Wright and Keetly, 2003). In the

same vein, Clarke (2002) in Njeri (2015), notes that in American schools, students' indiscipline is a serious problem facing the education sector.

45% of teachers leave teaching profession annually, citing students' behavior as the reason for doing so. School principals in America face redress whenever they expel or suspend a misbehaving student, a factor that aggravates students' ability to misbehave. The inability of the principals to control indiscipline is also aggravated by legal policies that guide students' rights. The legal services for children help to find lawyers for expelled students, hence, giving more room for indulgence in these ill mannerisms.

In the same view, Mtsweni (2008), obtains that, in Uganda, between 2000 and 2002 there were 12 arson cases in schools. Also, between 2003 and 2005, there were 10 similar cases; consequently, between 2006 and 2008, 4 secondary schools had arson cases. The highest number of arson cases in schools in Uganda happened in 2002 with 7 reported cases (Mpaata, 2008). This opinion was shared by Onyango (2003) who notes that, "*violence in Kenyan schools is common*". This statement was qualified by Kindiki (2009) when he stated various incidences that were reported on the media about school unrest and violent riots. Examples of these are: St Kisito mixed secondary school in Meru-Kenya where boys went on a rampage rapping and maiming female colleagues in a 1:00 incident on 13th July 1991 in which, 19 female students died and 71 received injuries; Bombolulu girls secondary school where 57 students perished in the dormitory as a result of fire started by other students in May, 1997; and Nyeri high school in 1999 in which four prefects were burnt in a dormitory amongst others (Kindiki, 2019).

In his contribution, Ponfua Ngwokabuenui in, "Students' indiscipline: Types, Causes and possible Solutions: The case of secondary schools in Cameroon, 2015" explores students' indiscipline in secondary schools in Cameroon. The purpose of his work was to examine the familiar or common forms, the causes and possible ways to curb indiscipline in schools. He found out that, the familiar and common types of indiscipline as disobedience to teachers and school prefects included collective misconduct of students and unacceptable habits, and had, 3 bases; students' base, society base and school-based causes. As possible remedies to curb in discipline, he advocates moral leadership, moral education/ instruction, education orientation and behavior accountability policy implementation. The recommendations made in this piece of work are as follows.

That the government of Cameroon, Educationists, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and learning, adequate playing ground, and physical education. Moral education/instruction bodies must reinforce their efforts and ensuring that acceptable moral training is given to children.

He adds that, indiscipline has been a major and continuous administrative problem amongst secondary schools in developing countries. This is strengthened by Denga (1999) in Ponfua, (2015) who identified indiscipline problems such as stealing, truancy, sexual offense, vandalism and cheating as destructive practices. This has led the percentage of students who drop out of school on an increase, hence, they never fulfill their potentials. That is why, Aguba (2009), while emphasizing Douglas McGregor's theory X, maintained that, discipline is externally induced in individuals who do not succumb to external rules and regulations, out of personal volition, but out of fear, or sanction. Agbenyega (2006), retains that descent discipline is one of the key attributes of effective schools. Ken Reid (2000) adds that, indiscipline is a talk of the day in schools all around the world, and that, in some parts of the world, absenteeism, vandalism and delinquency are above average. He probed into cases of high incidence of drug and drug related crimes in some parts of Britain being described as a "no-go- area". In Chicago, New York, Washington and Detroit pupils' violence in high truancy schools, is rife; for example, school-based robbery, vandalism, extortion and insolence to staff (Kein Reid, 2000). In Ghana, Danso (2000) described the high rate of indiscipline and lawlessness in educational institutions. He observed that, not a single day passes without a report on an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rap, armed robbery, abortion and even murder in educational institutions.

In their work published in "Bulletin information du Centre de Recherche, A Priori (CRAP)" titled, "les origins, les causes, et les consequences de la drogue en Milieu scolaire, 2018" Cyrille Ivan Chaffi and Dorine Flora Ndoumba Ndoumba, assert that, *"the consumption of drugs and psychoactive substances like cigarettes, alcohol, Indian herm/cannabis, tramol/tramadol is an active practice in colleges and high schools in Cameroon"*. This has an impact, not only on their conduct of behavior but equally on their academic performance and school climate. De Barbieux (2010) [11], Beck et al. (2007) [12], Karila (2009) [13]. According to theses authors, the phenomenon of drugs in school institutions causes public health problems and a break in the development of education in Cameroon. However, these authors expressed the dissatisfaction on the fact that, since a good number of years, *"Cameroon is faced with a series of school crises; fall in school result, fall in percentage success in national exams, and increase in school violence and consumption of stupifiants in schools"*. They cited some examples of drug sales, consumption and indiscipline in schools in Yaoundé as he probes into the investigation.

On April 24th 2012, Agoume, a “troisieme” student in Government Bilingual High School Essos in Yaoundé was intercepted by the police for the possession and trafficking of stupifiants. 13th December 2013, some students in “3eme, seconde and terminal” were dismissed from “college de retraite” for the possession and consumption of “tramol”. Wednesday 11th of January 2017, at “Lycee technique et commercial de Yaoundé”, four students of “terminal” were dismissed for the consumption of Indian herb in school. 14th April 2017 witnessed the interception of a student of “CETIC de Ngoa-ekelle in possession of 24 packets of Indian herb”, and the delinquent incidences go on and on.

This point of view is shared by Fabrice Djomkam (2017) who posits that *“the school milieu is plagued by social phenomenon like the development of social networks and drug consumption”*. He adds that in Benin, drug consumption starts at the age of 11 while in Cameroon, it starts at the age of 7 years. He blamed the causes of this to the discipline mechanism and to the “prism du droit penal”. That is why, Halim Benabdallah says that, violence at school milieu is not a problem strictly to schools, but a socio-complex and multiform problem as he writes.

“les ecoles sont les espace sociaux qui reproduisent les relation de pouvoir ainsi que les pratique de dormination et de discrimination. Les questions des cultures et de pouvoir associees aux identites masculins et ferminents regissent les rapports en son sein, entre eleves et personnel scolaire”40].

His work is similar to this in that, violence is a problem caused by indiscipline and equally the poor norms of the society. His ideology is different from that of this current study in the sense that, while he attributes causes of violence to the school and society, this researcher adds the fact that, violence in school grows as a result of poor preventive measures and equally as a result of inappropriate and lack of sanctions. Therefore, these researchers advocate that, indiscipline and violence are the products of lack of school monitoring, poor implementation of school rules and regulations, inadequate preventive measures and poor administration of school sanctions.

Despite these key divergences, Cyril Ivan’s model of disciplinary measures can be referred to in the implementation of discipline methods.

In the same light, Benedict Mokom Ndongnyam (2018) in her work, “Secondary school disciplinary measures and violence amongst students” looks at discipline as *“training to act in accordance with rules, instructions and exercises designed to train proper conduct or action; behavior in accordance with rules of conduct, and a set or system of rules and regulations”*. As seen in this definition, discipline is about training students on how to behave properly in different situations. In her work, Rebecca seeks to find out the extent to which secondary school

students are sensitized on the disciplinary measures put in place, to find out the procedure put in place to manage acts of violence within the school setting. In addition to the above, she seeks to investigate the effects of discipline measures put in place on the students and teachers, if the sanctions meted on acts of violence within the school setting have an effect on teachers and students. In this respect, Sousa (opt. cit) in Rebecca obtains that, in maintaining discipline in schools that will serve a long term, educators have to device and maintain disciplinary strategies that are non-coercive, yet, assertive and non-confrontational. Therefore, discipline should be non-aggressive; it should be in conformity to the respect of human rights, it should rather be corrective as opposed to the past decades where discipline had been equated to punishment, especially, corporal punishment. The author underscores that, discipline and punishment are not the same thing. Discipline involves teaching others right from wrong. Pinheiro (2001) identified violence against children in school settings as a global phenomenon. This opinion was shared by Olweus (1978) who confines violence to the use of physical force. However, Gulbenkian Foundation (1995) considered violence as *“aggressive behavior that may be physical, sexually or emotionally abusive”*. Helga (2008) supports this view as he holds that,

School violence includes, but is not limited to such behavior as child and teacher victimization, cyber threat and bullying, fighting, classroom disorders, physical and psychological injury to teachers and students, cult related behavior and activities, sexual and other boundary violations, and use of weapons in the school environment.

It is in this tone that, the Centre for the Prevention of School Violence in North Carolina, Department of Juvenile Justice and Delinquency Prevention, a Resource Centre and “think-tank” posits that, school delinquency is any behavior that violates schools’ educational mission or climate of respect or jeopardizes the intention of the school; to be free of aggression against persons or properties, drugs, weapons, disruption and disorders. In another note, Ngoran (2016) in Rebecca (2018) opines that, in Cameroon, and most of sub Saharan Africa, delinquency is not seriously sanctioned within the society. Worst of it goes to the dilemma where principals and teachers are sanctioned for suspension or dismissal or execution of corporal punishment. However, this opinion is supported by the fact that corporal punishment is unlawful in schools. In the Cameroon educational system, under article 35 of the law of 1998, National Education Guideline N°98/004 (unofficial translation);

The physical and moral integrity of the student is guaranteed in the educational system. Therefore, corporal punishment and all other forms of violence, discrimination of any kind, the sale, distribution and the consumption of alcoholic beverages, tobacco and drugs are prohibited.

In corroboration to this study, Rebecca (2018) has evoked the aspect of discipline and delinquency which is the debate here. Moreover, the author examines acts of disciplinary measures which equally constitute the independent variable of this study not leaving out sensitization of students as a disciplinary strategy as well. However, this study examines school preventive measures and school monitoring as discipline strategies which differ from Rebecca's claim in which she examines the effects of disciplinary measures on students and teachers and the sanctions meted on acts of violence within the school setting. Again, this study is well defined in terms of school rules and regulations, whereas, Rebecca Mokom is limited at the level of sensitization and disparity in the procedure of managing acts of delinquency within the school milieu, though she equally mentioned knowledge on disciplinary measures.

Looking at the literature provided above, we have come to realize that the concept of delinquency covers a broad field which requires school institutions to carefully consider appropriate disciplinary strategies for their schools in relation to the respect of human rights, the educational law of their country and the school environment. In this study, preventive measures, school rules and regulations, school monitoring and school sanctions are expected to bear good fruits in the learner. If adequately implemented, it would mold students to appropriate behavior.

However, the definition of delinquency in this study goes thus. A combination of unacceptable behavior that goes a long way to impede the smooth functioning of the institution and has a negative bearing on individuals and exhibited in the form of violence, fighting, bullying, absenteeism and school drop-out. It enhances an individual to do either the right or wrong things at the wrong place and at the wrong time.

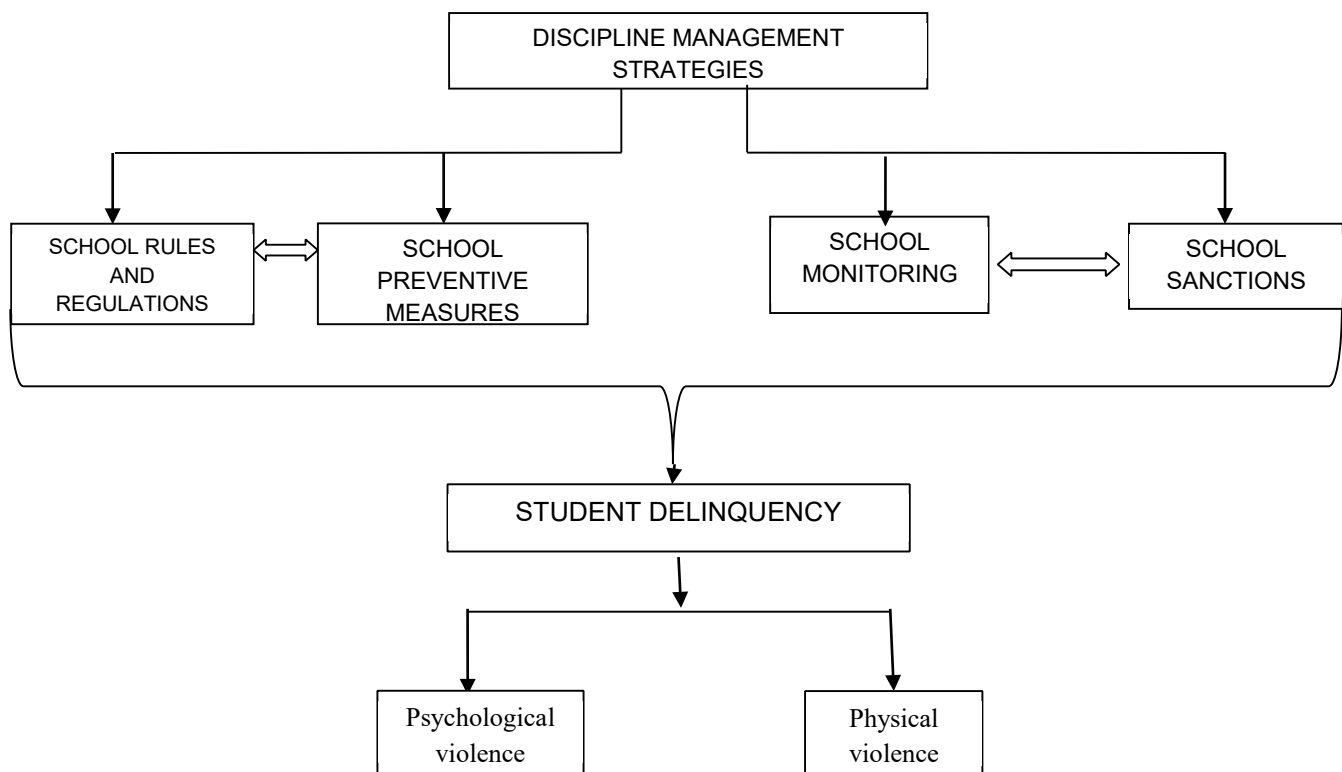


Figure 2: Conceptual Framework Source: Researcher

2.3. Theoretical Framework

Henning Van Rensburg and Smith (2004:25) stated that a theoretical framework provides an orientation to the study at hand in the sense that, it reflects the stance the researcher adopts in his or her research. This means that a theoretical framework “frames” the study because when research is conducted, it will remain within the boundaries of the “frame”. In this way, a theoretical frame work becomes a structure that guides the research constructed by using established explanations of certain phenomenon and relationships. Theories therefore help us to understand a number of facts and phenomena guiding our study. Within the context of this study on discipline management strategies and students’ delinquency of secondary school students, the following theories have been deemed necessary given that they cut across both variables guiding this study. They are;

- **Choice and reality theory by Glasser (1960)**
- Kohlberg’s theory of moral development
- The strain theory, by Robert Merton 1920s
- Ecological Systems theory by Bronfenbrenner (1979)

This study equally makes use of some management and discipline models which include Assertive behavior by L. Canter (1992) and Discipline with Dignity by Curwin and Mendler, (1999).

2. 3.1. William Glasser's Choice Therapy

Beginning in the 1960s, William Glasser created a series of programs for schools incorporating features of his Reality Therapy (Glasser, 1992a). In his attempt to revitalize and transform education, Glasser designed three distinct models and practices namely, Choice Therapy, Quality Management and Reality Therapy. Glasser designed Reality therapy and all of his school practices, around a traditional cause- effect theory that he once called, Control theory, but now called, Choice Therapy.

The Choice Therapy tries to explain both psychological and physiological behavior. He said that, a person chooses all of his or her behavior to satisfy a fixed number of inherited “needs” that all people have in common. The number of alleged needs identified by Glasser varied from two in 1965 to a current number of five basic needs: they are, Love and belonging, power, freedom to choose, fun and survival (Glasser, 1993). The author explained that these needs are built into one's generic structure, and from birth, one must devote all behavior to attempt to satisfy them. Glasser further stated, *“Quality is anything we experience that is constantly satisfying to one or more of these basic needs”*.

William Glasser's Reality Therapy involves teachers helping students make positive choices by clarifying the connection between student behavior and consequences. Class meetings, clearly communicated rules and the use of plans and contracts are featured. Researchers have noted modest improvement as a result of this approach. It explains the method of counseling that emphasizes solving immediate problems rather than dwelling too much on the past. This theory is based on the assumption that; no one can force any one to do anything. To get a willing agreement to act in ways we will prefer requires a warm and friendly environment, Persuasion requires trust between people. The stage must be set by being supportive and non-punitive. Encouraging initiative in reality therapy looks for what is right and builds on positives (Palmatier, 1998, 48).

The positive approach embedded in Glasser's Reality Therapy is grounded in teachers' respect for students and instilling in them a sense of responsibility. Program components include developing and sharing clear rules, providing daily opportunities for success and administering in-school suspension for non-compliant students. Research is generally supportive of the PAD program. The Teacher Effectiveness Training philosophy differentiates between teacher – owned and student owned problems and proposes different strategies for dealing with each. Students are taught problem solving and negotiation techniques.

Quality Management is another of Glasser's models that comprise his educational transformation theory. According to his Choice Theory, no one can compel or bribe a person into doing quality work. Although an educator can make learners do some work to avoid punishment, he/ she cannot make them do quality work. When one does quality work, it is done not because one is forced to do so but because in doing so, one satisfies one's own internal needs for love and acceptance. In order to manage people successfully, one must persuade them to do what you want (i.e., the managerial agenda) into their own quality worlds. In schools therefore, when learners agree to customize their quality worlds in this way, they will do quality work and, in the process, transform the school into quality school (Palmatier 1998, 22- 23).

2.3.1.1. Importance of Glasser's Theory in This Study.

This theory has the following importance in this study: Behavior management, behavior modification and challenging learners' behaviors in school in Mfoundi division.

Concerning behavior management, Glasser's theory explains the fact that, people choose their behavior to satisfy a series of inherited needs which include love and belonging, power, freedom to choose, fun and survival. Therefore, students' behavior will always attempt to satisfy these needs qualitatively.

This theory is important because it helps teachers identify the needs the student wants to satisfy through his behavior, if it is genuine or not. It enables teachers of Mfoundi help students make positive choices by clarifying the connection between students' behavior and consequences. This entails individual counseling and solving of immediate problems, class general meetings and clearly communication of R Rs.

This theory equally enables Mfoundi teachers to be able to modify the behavior of delinquent students by creating a warm and friendly environment, by being supportive and non-punitive. This is because, one cannot force any one to do anything rightly but persuade him do so to satisfy his own internal needs for love and acceptance.

It is equally important because it challenges both learners and teachers' behavior in Mfoundi division since it differentiates between teachers'-own and students – owned problems and propose different strategies for dealing with each. For example, it enables teachers learn how to control their emotions while students are taught problem solving and negotiation techniques.

2.3.2 Kohlberg's Theory of Moral Development

This is a developmental theory that focuses on moral and emotional development of individuals. It deals on arrested moral development where-in; a person never reaches an appropriate level of maturity. It focuses on an individual's conception of right and wrong that emerge over a period of time (particularly in childhood). Psychologist Lawrence Kohlberg identified three stages of moral development which were further divided into 2 levels each. It begins with basic childhood cognition of obedience and rules for self-preservation and ends in a final stage of development that is often not reached; where adults make decisions to benefit all parties involved and recognized these decisions to be morally right. Kohlberg asserted that deviants were individuals whose moral development was incomplete. They did not reach the same levels of development as those who refrained from criminal activities. Adults who do not consider the effects of their behavior on others would be considered to have stunted development. In addition, deviant behaviors generally occur when individuals commit deviant activities to cope with stress or to act out against authorities.

Level 1: Pre - Conventional Level

Stage 1: Obedience to authority figures and avoidance of punishment; Rightful things are done to avoid punishment

Stage 2: Focusing on own needs, allowing others to do the same. Doing what is right is to serve self-interest.

Level 2: Conventional Level

Stage 3: Behavior is regulated by the approval of others

Stage 4: Behavior is regulated by authority and recognition of social norms

Level 3: Post Conventional Level

Stage 5: Social contract between self and the society is recognized, and behavior is based accordingly

Stage 6: Individual acts are based on universal ethics and morality

2.3.2.1 The importance of this Theory in this Study

This theory explains the probable lack of guardianship where by the student fails from getting adequate instructions from parents, care givers at different stages of development

bringing forth stunted moral growth which is exhibited in the form of crimes. This explains the fact that delinquency may not result from individual choice but from factors beyond an individual's control when he misses an instructional level.

It posits that each offender must be properly assessed to identify the root causes of his deviancy. There cannot be a "one-size-fits-all", the delinquency of a student should be capable of being associated to which discipline strategy that does not match. This calls for identifying the specific cause of delinquency in each youth to provide a solution for his deviant acts.

2.3.2.2. Implementation of Moral Development Theory in this Work

It can be implemented by educators through assessing the current level of moral reasoning amongst students who are delinquent to know the root causes of their problem.

There is also the responsibility to provide the opportunity for moral reasoning with respect to delinquency.

It can be used to determine the children's reasoning that lead to their behavior, not the behavior themselves.

2.3.3. The Strain Theory

The Strain theory developed around the 1920s by Robert Merton predicted criminal behavior based on the amount of pressure that individuals feel to obtain societal goals and successes. According to the strain theorists, success is measured in terms of achievement- such as college education, career and financial success and positive relationships and individuals often experience stress (or **strain**) when trying to obtain those goals. Strain occurs when individuals feel unable to reach such goals through legitimate (legal means). They may then experience anomie, an inability to handle the resulting strain, and then react with delinquent behavior.

Robert Merton believed that, there were five ways a person could adopt to anomie. They are,

- 1) Conformity which is the acceptance of socially approved goals and legitimate means to obtain them;
- 2) Innovation or the pursuit of illegitimate means to obtain acceptable goals such as stealing or selling drugs to afford the cars or homes desired.
- 3) Ritualism where individuals do not invest in socially approved goals but adhere to legitimate means – for example, a person who has no religious faith but continues to go to church because it is expected of him or her

- 4) Retreatism or a life style that focuses on a temporary high or relief, rather than long-term success - for example, alcoholics and drug addicts.
- 5) Rebellion or an attempt to replace accepted goals and means with new standards that provide more opportunities for all members of the society.

A contemporary application of Merton's assertion was introduced by Robert Agnew in 1992. He proposed general strain theory which asserts that individuals who commit crimes use it as a coping mechanism to deal with strain. Agnew believes that strain would be reduced by

- a) Removal of or the threat to remove positively valued stimuli
- b) Introduction of or the threat to introduce noxious stimuli

2.3.3.1. The Importance of this Theory in this Study

The Strain theory blamed the lack of the ability to cope with the expectations of conforming with others and explains the relationship between discipline management strategies and students' delinquency; it explains how and why that relationship exists; Students become delinquent as a means of coping with stress, because they could not meet up with the school requirements including the rules and regulations.

The theory tries to provide predictive factors of criminality, which hopefully allows policy makers and law makers to develop programs and laws to proactively and reactively address crimes. Proactively crimes can be diminished by providing some basic necessities to secondary school students and reactively crimes can be addressed by making sure that punishments are non-discriminatory and fit their crimes and are known beforehand.

This theory demonstrates that poverty is directly related to crime. For example, drug abuse is induced by poverty; it significantly increases the likelihood of a person committing crime.

2.3.4. Ecological Theory by Bronfenbrenner 1970

This theory was propounded by Urie Bronfenbrenner in the 1970s and based on the fact that, human development is being shaped by the interaction between an individual and his or her environment. According to Breetzke (2008: 1-2), the concept "ecological" refers to an investigation of the relationship between people and their environment and that the ecological theory is rooted in Shaw and McKay's (1942) work, which mapped numerous delinquent incidents. The theorists sited poor physical environment caused by urban growth as examples

of risk factors for crime. The aforementioned theorists also contended that, *“Criminal behavior occurs in space, and human behavior could be understood using this perspective”*. Consequently, geographical areas occupied by individuals and groups are probed, since it is postulated that, they are either criminogenic or protective factors for delinquency. However, according to Bronfenbrenner the specific path of a man’s development is a result of the persons surroundings, such as their parents, friends, school, work, culture, to name a few. This is in line with Hassett-Walker (2009: 12) who sites low economic status, ethnic heterogeneity and residential mobility as precursors for delinquent acts. During his time, he saw developmental psychology as only studying individual influences on development in unnatural settings; in his own words, *“developmental psychology was the science of strange behavior on children in strange situations with strange adults for the briefest possible period of time”*.

It is from this point that Bronfenbrenner conceives his theory of human development, “The Ecological Systems Theory”. His theory states that, there are many different levels of environmental influences that can affect a child’s development, starting from people and institutions immediately surrounding the individual to nationwide cultural factors. He latter accounted for the influence of time, such as specific events and changes in culture over time, by adding the chronosystem to the theory. Furthermore, he eventually renamed his theory, *“the bio ecological model”* in order to recognize the importance of biological processes in development. However, he only recognized biology as producing a person’s potential being realized or not through environmental and social forces.

Otherwise known as the Human Ecology Theory, the Ecological Systems Theory states that, human development is influenced by different types of environmental systems. This theory underscores the reason why students must behave differently when with family and at school.

2.3.4.1. Five Ecological Systems of Urie Bronfenbrenner

Bronfenbrenner presents the different environments that may influence students’ behavior in varying degrees. These systems include the micro system, the Meso system, the Exosystem, the Macro system and the chronosystem.

1) The Micro System

This setting is the direct environment we have in our lives. This includes your family, friends, classmates, teachers, neighbors and others who have a direct contact with you. This is important in this study because the level of a child’s delinquency can be traced from his

company or those with whom he has direct social interaction, hence a solution is sort. This theory further explains that, students are not mere recipients of the experiences they have when socializing with these people in the micro system environment, but are equally contributing to such environments (Benso, 2001).

2) The Mesosystem

This system involves the relationships between the Microsystems in one's life. This implies that, the student's family experience may be related to his school experience. For example, if a child is rejected by his parents, he may have a low chance of developing positive attitude towards his teachers. Also, this child may awkward in the presence of peers and may resort to withdrawal from a group of class mates.

3) Exosystem

This system is the setting in which there is a link between the context wherein the person does not have any active role, and the context whereby he is actually participating. For example, supposed a child is more attached to his father than his mother, if the father goes abroad to work for several months, there may be a conflict between the mother and the child's social relationship, or on the other hand, this event may lead to a tighter bond between the mother and the child.

4) The Macro system.

This setting is the actual culture of an individual. The cultural contexts involve the socio-economic status of the person and/or his family, his ethnicity or race and living in a still developing or a third world country. For example, being born in a poor family makes a person works harder every day.

5) The Chronosystem

This system includes the transitions and shifts in one's life span. This may also involve the socio-historical context that may influence a person. An example of this is a divorce case, as a major life transition may affect not only the couples' relationship but their children's behavior.

Per this theoretical construction, each system contains roles, norms and rules which may shape a child's psychological development. For example, an inner-city family faces many challenges which an affluent family in a gated community does not. The inner-city family is

more likely to experience environmental hardships like crime and squalor. On the other hand, the sheltered family is more likely to lack the nurturing support of extended family.

In this light, we are going to use the various tenets that are emphasized in the above theory to analyze the study's dependent variable- delinquency. Hence, we shall be able to present succinct reasons after our analyses, why students behave the way they do within the school context; leading to the perpetration of acts of delinquency within the school milieu.

2.3.4.2. Implementation of Ecological Theory in This Work

Ecological theory squarely explains the dynamics between delinquency and the environment since the aforementioned theory has as its tenet, to portray how human development and behavior are influenced by the different types of environmental systems, to understand why a student may behave differently when at home and at school. Therefore, we adopted it in this study to be able to use its tenets to analyze the different behavioral patterns portrayed by students and where they are coming from and how such behaviors can lead to negative consequences like violence and drug abuse in school milieus. Knowing the root cause of the behavior will enable the stakeholders know how to tackle the behavioral deficiency.

2.3.5. Models of Discipline and Delinquency

2.3.5.1. Assertive Behavior Model by Lee Canter

Canter and Canter (1992) developed an approach which he terms, "Assertive Discipline" that cannot be described as purely behaviorist in nature, but does contain certain elements of a behaviorist approach. These researchers assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives. Assertive discipline is different from many other models, in that, it provides a system of dealing with behavior at the same time it occurs, through a plan that makes the learners responsible for his/her behavior and resulting consequences (Steere 1998, 46). The essence of assertive discipline is captured in the following quotation: *"An assertive educator will actively respond to a child's inappropriate behavior by clearly communicating to the child her disapproval of the behavior, followed by what he or she wants the child to do"* (Duke and Meckel 1980, 11).

Key ideas that form the core of assertive discipline include the following.

Students have rights and they need caring educators who will provide warmth attention and support. Educators also have rights; they must teach in an environment that is conducive to

learning and enjoy support from both parents and learners. “Educators must be assertive and communicate their needs freely; they should equally provide a model of good behavior. Learners have the right to an educator who will be firm, consistent, provide positive encouragement and motivate good behavior”, (Canter and Canter 1998, 13). Learners have the right to learning that calmly and consistently enforce rules of conduct, to learning where an educator makes calm but firm declarations. Educators should also refrain from asking rhetorical questions about misbehavior and develop a system for rewarding good behavior, (Steere 1988, 48). The educator should be able to communicate to the learner what is wrong and provide a model of good behavior. Assertive discipline is premised on the notion that; the educators’ attitude influences his/her behavior that in turn influences learners’ behavior. In illustrating the effectiveness of their model, the Canters distinguish three types of educators: Nonassertive educators are those who allow themselves to be pushed by the learners; -hostile educators are hostile by imposing control in an arbitrary manner. Assertive educators also know when and how to instill good behavior. Being assertive is different from being aggressive – the goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking firm but calm control shows assertiveness by calmly enforcing agreed-upon rules of conduct. Assertive educators do not express an intention to hurt, but want to help. The Canters’ approach emphasizes rules and the following chart is a good example of laying down ground- rules in the class room.

Table 1: Chart for Rules and Consequences

CLASSROOM RULES	CONSEQUENCES (if you break the rules)
1.	1 st time
2.	2 nd time
3.	3 rd time
4.	4 th time
5.	5 th time

Source: (Adapted from Steere 1988, 47)

According to Steere (1988, 47) rules should be specific and rules should be visible to all learners. Different charts should be used for different sets of rules. Just as with rules, consequences for violating rules should be explained and be visible to all learners.

2.3.5.1.1. Importance of Assertive Discipline

The emphasis in assertive discipline is on class room control strategy that places educators in charge in the class room in a humane and yet firm manner. It is a system that allows educators to invoke positive and negative consequences calmly and firmly, and it is a technique for dealing with difficult learners and teaching the class as a whole how to behave. The educator should always remain in charge in the class room, but not in a hostile or authoritarian manner. He/ she must take specific steps to teach students how to behave acceptably in the class room, identify students' personal needs and show understanding and willingness to help, continually striving to build an atmosphere of trust between educators and learners.

2.3.5.2. Discipline with Dignity Model by Curwin and Mendler, 1999

Curwin and Mendler (1999) suggest strategies for improving classroom behavior through maximizing students' discipline and hope. The model sees the educator as important; his/her crucial responsibility to help students. The educator must clearly articulate to learners that school is to their benefit. Curwin and Mendler use the term "*dignity*" to indicate the value placed on human life. They say that the school exists more for learners than for educators (Van Wyk 2000, 85).

According to these authors, it is the duty of the educators to see to it that students learn and that they behave appropriately and responsibly. Furthermore, according to (Van Wyk, 2000), he posits that when the learners' dignity is damaged, motivation is reduced, resistance is increased and the desire for revenge would be promoted. They provide 3 dimensions of class room discipline, namely prevention, action and resolution. They see these aspects as valuable because they believe that school can be a stressful place. Educators can help learners to regain a sense of hope. It is incumbent upon educators to make learning more attractive in order to ensure success. Educators who lack confidence in themselves or who distrust learners might find the model too threatening and it also demands a great deal of time. As indicated earlier, this model emphasizes dignity and respect for others, for life and for oneself. Learners with chronic behavior problems see themselves as losers – they do not try to gain acceptance in normal circles.

2.3.5.2.1. Importance of Discipline with Dignity

- It emphasizes the students' dignity, self-esteem and overall wellbeing and creates a democratic atmosphere in class. Here, students are involved in making class room rules and guide lines for

behavior in addition to proposing consequences or corrective actions if their rights were violated.

-The teacher needs to convey a sense of warmth, demonstrate caring attitude, share moments of appreciation, embrace students' interest and concerns, and use humor appropriately. He equally allows the students develop expectations. This will enable students learn responsibility since they have been given the opportunity to make choices and experience consequences.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter highlights the methods employed in this study. According to Salla (2010: 91), “*Method is the procedure by which a goal is reached, a purpose accomplished or a result achieved in education*”. Therefore, concerning scientific research in education, it is the special procedure that will be used to carry out this study since every scientific research requires a clearly justified method. This chapter will examine issues such as the area of study, the type of study, the variables of study, the research design, the population of research and instrumentation. In effect, it will be a detail description of the foot prints undertaken to arrive at the results of this study. Reasons for the foot prints shall be explained while the various instruments and justifications for their usage shall also be presented. However, it suffices to mention here that the methodology used in this study falls within the limits of social science research methods as presented below.

3.1. Area of Study

Generally, this study is carried out in the central region of Cameroon, in Mfoundi division, precisely Yaounde III and Yaounde VI sub divisions of Mfoundi.

The center region is divided into ten divisions and the major ethnic groups include the Bassa, the Ewondos, and the Vutes. Yaounde spreads over 7 hills in the capital city of Cameroon. It is in the southern part of the country. Source: Mfoundi Wikipedia.

Yaounde is the intellectual, political and administrative headquarter of Cameroon, with a population of more than 2.8m inhabitants and 2nd largest city in the country after the port city of Douala. It lies in the Central region of the nation at an elevation of about 750 meters (2500 ft.) above sea level. It comprises a lot of educational institutions at the primary, secondary and higher institutions of learning. Yaounde is a metropolitan town with people from different linguistic and tribal backgrounds. It reflects the culture of all Cameroonians, and boarded by the North, South, East and West regions. Yaounde has a tropical climate, with an average temperature of 23.7°c in a year and an average rainfall of 1643mm, (Yaounde Wikipedia). Nicknamed, “*la ville aux sept collines*”, the divisions of Yaounde include, Haute Sanaga, Lekie, Mbam et Enougou, Mbam et Kim, Mefou et Afamba, Mefou et Akono, Mfoundi,

Nyong et Kelle, Nyong et Mfoumou, Nyong et So's. Mfoundi covers a surface area of 297 km². Mfoundi has 7 sub divisions ranging from Yaounde 1 to Yaounde VII. The total population of Mfoundi counts at 1,881,876 as of the population census of 11/11 2005. Mfoundi division hosted by Yaounde is one of the unique and complex councils in the country. Mfoundi is the capital of Yaounde and has 43 government secondary schools amongst which, Yaounde III has eleven while Yaounde VI has just four government Secondary Schools. Concerning private secondary schools, there are 144 in number in Mfoundi division amongst which, Yaounde III has 15 secondary schools while Yaounde VI has 29 secondary schools. In addition, there are 7 schools on the waiting list of private schools awaiting localization. Source : Divisional delegate Mfoundi repertory, 2019-2020 academic year. Repertoire des Etablissements Publics et prive fonctionnaire de Mfoundi.

Yaounde III where our study is carried out is located south East of the city of Yaounde. It was created by a presidential decree N° 87/1365 of 24th september 1987 establishing the urban communes of Yaounde. It was then exploded to denote in 1993 to the commune of Yaounde. The council is based in Efoulan and it is home to almost all ministries and the first university in Cameroon. It has secondary schools like Government Bilingual Practicing School Yaounde (GBPHS/LBA), Lycee General Leclerc, Lycee de Ngoa-Ekelle, Cetic Ngoa-Ekelle and other private schools like Vogt college, Seminar St Therese, Benoit XVI College, Victor Hugo College amongst others. Source: <http://www.citypopulation.de>php>

Mfoundi was chosen by these researchers to carry out this work due to its conducive climate, its cosmopolitan nature, the concentration of institutions of learning in this area, proximity to the researcher's area of residence and more especially the predominant acts of delinquency that occur here due to its high concentration of population and schools, not forgetting the fact that most of the schools of Mfoundi division are located around bars and game houses, churches, hotels and inns, markets amongst many other educational detractors. For easy understanding of our subject matter and easy accessibility, a random statistical selection was done to select some secondary schools in Yaounde III and Yaounde VI of Mfoundi division.

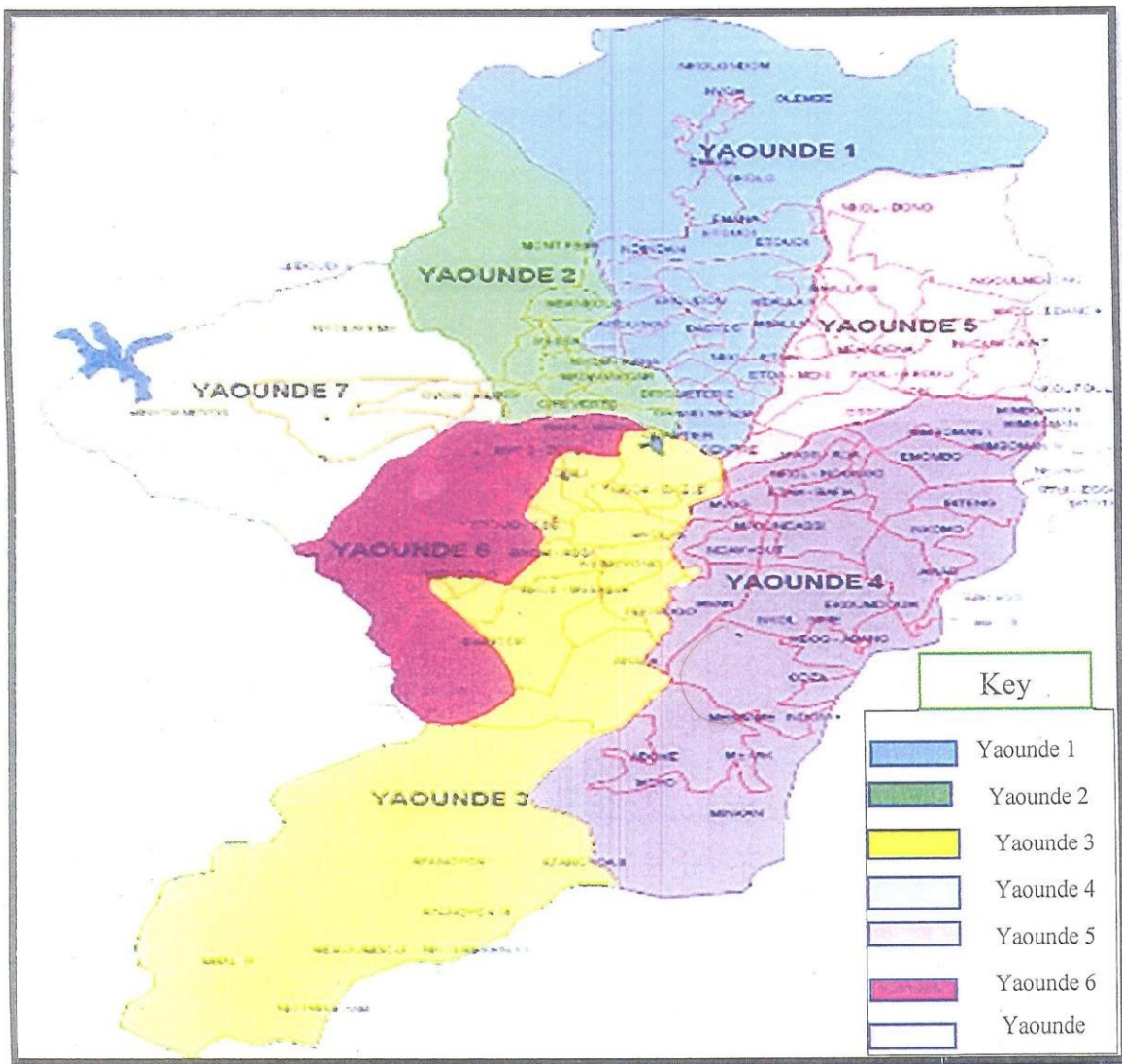


Figure 3: Map of Mfoundi

Source: Mfoundi Wikipedia

3.2.4. Research Design

Research refers to the overall strategy that the researcher chooses to integrate in the different components of his/her study in a coherent and logical way and thereby, ensuring the researcher effectively addresses the research problem. It constitutes the blue print for collecting, measuring and analysis of data. The function of the research design is to ensure that, the evidence obtained enables the researcher to effectively address the research problem logically and as unambiguously as possible.

A research design on its part is a plan which the researcher will follow to carry out the study. It is a series of advanced decisions that, taken together, make up a master plan or model

for a research study. Nworgu (1991) adds that *“a research design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed”*. According to Cooper and Schindler (2002), *“the research design constitutes a blue print for the collection, measurement and analysis of data”*. It is a stated structure and process of conducting a research project, detailing the plan for systematically and scientifically obtaining the data to be analyzed. On his part, Orodho (2003) in Joshuah Wainaina Kimani (2013) defines research design as *“the scheme outlines or the plan that is used to generate answers to research problems”*. According to Luma et al. (1990) a research design refers to all procedures selected by the researcher to aid in the understanding of a particular set of questions or hypotheses. This study uses both the quantitative and qualitative research approaches (the mixed approach). This is the type of research where the researcher combines elements of quantitative and qualitative approaches. (E.g. use of quantity and qualitative methods of data collection analyses, differencing techniques).

Campbell and Fiska, (1959) in Amin (2005) upholds that a mixed design allows the researcher to use at the same time interviews which are qualitative instruments, then combine with surveys, which are quantitative instruments. The qualitative data was unstructured which helped the researcher to gain an understanding of underlying reasons, opinions and motivations. The qualitative data was done using semi structured interview. The qualitative aspect of the research covers up for the lapses of the quantitative. Added to this, the quantitative data was used by the researcher to generate numerical data that is transformed into usable statistics.

3.2.4.1. The Survey Design

According to Check and Schutt (2012, p.160), *“this is a design used to collect information from a large population”*. They go further to define survey research as *“the collection of information from a sample of individuals through their responses to questions”*. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population.

In a survey research design, data is collected from a defined population to describe the present condition of the population using the variables under study. Hence an attempt is made to describe the present phenomenon with regard to the population. Data is collected from a cross- section of the population and the results considered being representative of the population. The survey research was done by asking information from our sample population

through questionnaires. The items on the questionnaires were straight forward closed questions which facilitated objective responses.

3.2.4.2. Correlation Research Design

This is a non-experimental research which helps the researcher to establish a relationship between two closely related variables. It therefore establishes a link between two variables; Discipline Management Strategies (the independent variable) and students' delinquency (the Dependent Variable). Hence this study examines and analysis the various dimensions of DMS that correlate or predict the dependent variable (students' delinquency).

Correlation between two variables is conducted using a correlated coefficient whose value ranges between -1 and +1. If the correlation coefficient is towards +1, it indicates a positive relationship between the variables, and -1, indicates a negative relationship between the two variables. In this study the correlation is between discipline management strategies and students' delinquency.

Reasons for Using the Mixed (Qualitative and Quantitative) analysis in this Study

The researcher chose the mixed method of inquiry for this study because of the complex nature of the various categories of the population involved; as a result, the same instrument type could not be used to collect data from these various categories of population. In effect, the population was made up of, administrators and teachers, students. Given that some administrators were from the schools, others from CSESU, the same questions could not be administered to them all, and we intended to obtain detailed explanations on their part which could enable us have a good insight of the problem.

These persons went further to make suggestions on how such problems could be tackled which was of interest in this study. Hence, interview guide (which is a qualitative instrument) was used to obtain information from the principals, and CSESU, while questionnaires were used to obtain information from staff and students since they were large in number. Here, items were conducted with the use of 5 modality Likert scale based on the variables in this study. CSESU and school principals were selected through purposeful sampling since the researcher had to gather information from individuals possessing identified characters and quotas.

Otherwise, students and teachers were selected using stratified random sampling, which is a quantitative method of selecting the data of study. Therefore, when quantitative method and qualitative methods of obtaining information are both used, we talk of mixed design.

In addition, the mixed approach was used in this study since the concept of delinquency cannot fully be captured with quantitative studies alone. It requires both quantitative and qualitative views in order to get the in-depth of the problem using diverse means of collecting data.

3.2. Population of Study

The population is the total collection of elements about which we wish to make some inferences (Kothari, 2004). It is the totality of specified elements about which the researcher intends to make some inferences through studying the sample. These elements could be schools, families, hospitals, country etc. According to Amin (2005), Lodico, Spaulding & Voegtle (2006), the population of study includes the target, accessible and sample populations. Therefore, the population is a larger group to which the researcher would like the results of his study to be generalized. In this light, the population of this study includes all the secondary schools (delinquent students and staff, CSESU) in Yaounde I to VII of Mfoundi division, Centre region of Cameroon. The total number of schools in Mfoundi division are as follows: Private schools 144, public schools 43 giving a total of 187 schools. Source: Divisional delegation of Mfoundi repertory 2019 / 2020 academic year.

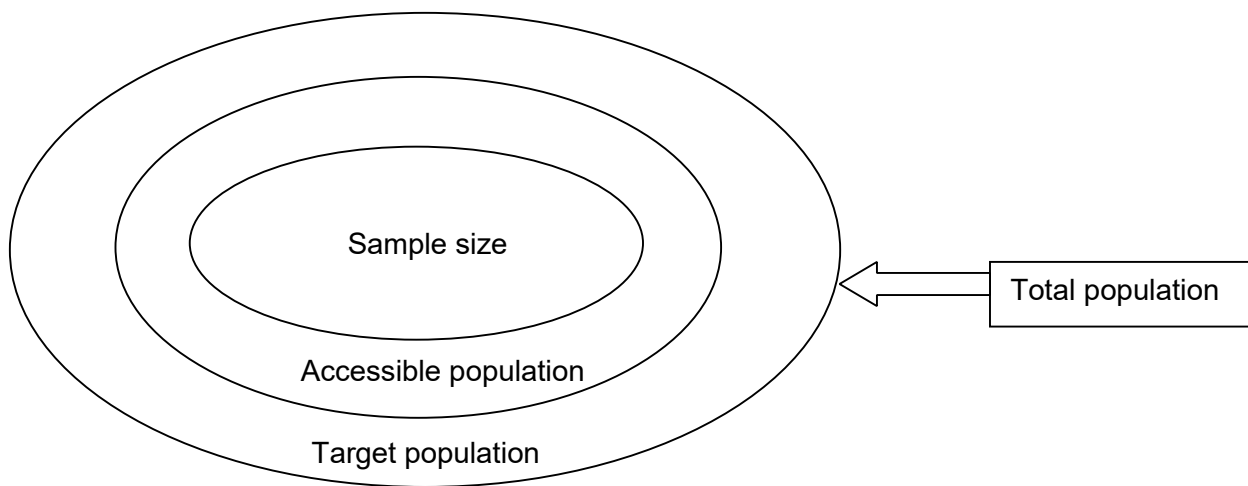


Figure 4: Different Categories of Population Source: Nachimas & Nachima (2008)

3.2.1. The Target Population

According to Creswell (2012, pg. 381), a target population or sampling frame is a group of individuals or a group of organizations with some commonly defined characteristics that the researcher can identify and study. This population sometimes may not be accessible to the

researcher. The target population of this study includes all delinquent students of secondary schools, school administrators, secondary school teachers, CSESU in Yaounde III and Yaounde VI. These researchers chose Yaounde II and VI because of the following reasons. It is closed to the researcher's residence and has so many schools, the level of students' delinquency is high in the past decades hence there are so many delinquent students there as per the incident that took place in Etukebe whereby some students of GBHS Etukebe organized a chateil in the quarter and it lead to the death of one of them. The total number of authorized schools in Yaounde III and VI are as follows. Yaounde III (11 public schools and 15 private schools), Yaounde VI (4 Public schools and 30 private schools) giving a total of 60 schools. Source: Divisional delegation of Mfoundi repertory 2019 / 2020 academic year.

3.2.2. Accessible Population

This is the population from which the sample of the study shall be drawn (Amin 2005). Hence, it is the population which is reachable or that the researcher can easily penetrate in order to draw the sample of the study. It is therefore the population which is at the disposal of the researcher. Consequently, the accessible population of this study is 2475 and constitutes both the following private and public schools that the researcher actually contacted in Yaounde III and VI to carry out this study. Those of Yaounde III are; LBA Yaoundé, St Benedict Secondary School, Institute Polyvalent Bilingue des Nations (IPBN), and equally these of Yaounde VI; GBHS Etoug- Ebe, GBHS Mendong, Franky Comprehensive High school. These researchers chose an accessible population of 2475 participants based on the following reason. The staff here and students here are those that are related to discipline or affected by delinquency in one way or the other, done throw snow ball sampling. The researcher attended a seminar at the teachers' resource center where she was invited by CSESU who directed her to a staff of the divisional delegation of Mfoundi who gave the list of schools at Mfoundi. This researcher went to these various schools, went to the principals who directed her to the disciplinary department. She interviewed some discipline masters who later on sent her to some class masters, and the class masters sent her to some delinquent students that she equally interviewed.

Table 2: Accessible Population

Class/ Staff	LBA	St. Bernoit	IPBN	GBHS Mendong	GBHS Etoug-ebe	FCBS	Total
Staff	44	32	8	44	40	9	177
Students							

Form 3	108	120	105	164	130	76	703
Form 4	101	110	90	120	125	68	614
Form 5	97	95	80	102	96	52	522
2nd	100	55	67	82	105	50	459
total	450	412	350	512	496	255	2475

Source: Researcher

3.2.3. The Sample size

This is that part of the accessible population which is studied because it is considered representative of the entire population. This is why Field (2005), defines a sample as a smaller (but hopefully representative) collection of units from a population used to determine truths about that population. Amin (2005) defines a sample population as “*the portion of the population whose result can be generalized to the entire population*”. Therefore, a sample is a representative sub-set of a population which enables us to determine parameters or characteristics of the population. The sample population of this study is made up of those in the accessible population the researcher actually gave out and collected questionnaire from them. This group was chosen because they have a direct bearing on student discipline. Using judgmental sampling, the sample population was obtained. The sample size of the study was 305, determined using the table put forward by Krejcie and Morgan (1970). Looking at this table, a population of 2475 potential respondents requires a sample of 305 respondents as follows.

$$\text{Sample fraction} = S/N$$

Where S = sample size

$$N = \text{Population}$$

$$\text{sample fraction} = 305/2475$$

$$= 0.123$$

The sample fraction is then multiplied by each accessible population to have the sample size of staff and teachers. The staff and students’ samples of the different schools were added to have the sample size of 305.

Table 3: Sample size

Staff/Students	LBA	St Bernoit	IPBN	GBHS Mendong	GBHS EtougEbe	FCHS	Total
----------------	-----	---------------	------	-----------------	------------------	------	-------

	N	S	N	S	N	S	N	S	N	S	N	S	N	S
Staff	44	5	32	4	8	01	45	6	40	5	9	01	178	22
Students														
Form 3	108	13	120	15	105	13	164	20	130	16	76	9	703	86
FORM 4	102	13	110	14	90	11	120	15	125	15	68	8	615	76
Form 5	96	12	95	12	80	10	102	13	96	12	52	6	521	65
2nd	100	12	55	7	67	8	81	10	105	13	50	6	458	56
Total	450	55	412	52	350	43	512	64	496	61	255	30	2475	305

Source: Researcher.

3.2. Type of Study

There exist several types of studies in Social sciences. According to Miller (1990), research is described using three main categories, namely: basic research, applied research, and evaluation research. Alternatively, Amin (2000: 16) opines that the study type depends on the nature of problem, the goal, theory, technique used and the relationship between the variables.

Hence the type of study applied in this work is the basic research since it deals with questions that are intellectually challenging and may not have practical application at this moment of research. The application of the research results is not of primary concern to the researcher although this is not excluded. It involves testing hypotheses which contain operationalized and specialized concepts. This research is also applied research since it can also have practical applications in solving the social problem of students' delinquency, hence knowledge developed in this research can be directly useful to policy makers, educational practitioners, students and teachers.

3.3. Instrumentation

Instrumentation refers to the tools or means by which investigators attempt to measure variables or items of interest in the data collection process. It is the use of, or work completed by planned instruments. Source: <https://methods.sagepub.com>. This work made use of interviews and questionnaires with closed questions and 5 modality Likert scale (strongly agree, agree, neutral, disagree and strongly disagree). It is based on the four research hypotheses plus the dependent variable and demographic information. The questionnaire carried six sections

starting with section one which is school rules and regulations, followed by section two; school preventive measures. Section three is on school preventive monitoring while section four is on school sanctions. This is followed by sections five and six which are based on students' delinquency and demographic information respectively

3.3.1 Data Collection Sources and Instruments

These are generally the different methods by which the researcher used to gather information for this study. Sources of data collection are classified into two main ones namely, primary and secondary sources.

3.3.1.1. Primary Sources of Data Collection

According to Amin (2005), a primary source of data collection is a direct description of an occurrence by an individual who actually observed or witnessed its occurrence. The primary sources of data collection in this work include, activities carried out during internship which ended up with the administration of questionnaire and interview guide.

Some of the activities carried out within this period involved daily encounter with judged cases on delinquency, assisting at the disciplinary councils, and during my encounter with CSESU. This was made up of taking note of the disciplinary measures applied in schools and the various types of delinquent acts perpetrated by the students and the different sanctions applied on each crime. Equally, the researcher was taking part in the disciplinary activities of the school; being in school at LBA at 6: 45 am every school day for two months, standing at the gate and searching the students' bags and school attires and advising them on the right norms. This enabled her to collect information through participation and validates the acquisition of unbiased and unadulterated information. This enabled the researcher to describe existing situations in the research environment.

The Questionnaire

The researcher gave out questionnaires with a series of questions sub divided into six sections, with each section carrying series of questions. section one is on school rules and regulations, followed by section two; school preventive measures. Section three is on school preventive monitoring while section four is on school sanctions. This is followed by sections five and six which are based on students' delinquency and demographic information respectively. Closed ended Likert scale questions were used, to get information from students,

teachers, some parents and administrators of LBA, GBHS Etoug- Ebe, St Bernoit, Franky Comprehensive Secondary School, Institute Polyvalent Bilique des Nations (IPBN) and GBHS Mendong. The likert scale proposes a five – category response continuum as follows; strongly agree, Agree, Neutral, Disagree, and strongly disagree.

The advantage here is that it is easy to construct and it enhances the respondent to answer with a pre- judged or limited mind set.

Interviews

Amin (2005: 178) defines an interview as “*an oral questionnaire where the investigator gathers information through direct verbal interaction with participants*”. They can be useful as a follow-up to certain respondents to questionnaires

The level at which interviews are structured depends on the research topic or variable under study, the purpose, methodology, standards, preferences and type of information sought. They are used both in qualitative or quantitative research. In the case of this study, semi structured interviews were constructed to target school principals and CSESU. “*This is an interview that lies between a structured and an unstructured interview because it contains elements of both*” (Amin, 2005). The interview guide contains the starting and ending time with a duration of 30 minutes each, starting at 10am to 10:30 am. It equally carries the title of the subject with five sub- titles. Questions also featured on the causes and consequences of delinquency and equally, some suggestions to curb delinquency was required from the respondents.

3.3.1.2 Secondary Sources of Data Collection

1) Text books.

2) Internet source.

3.3.2. Administration of Research Instruments

Actually, the principal instruments used in this study to collect data are questionnaires and interviews done through the direct administration technique. Firstly, the researcher sorted the authorization of the divisional delegate of education of Mfoundi to administer questionnaires in the afore- mentioned schools. She went further to present the sample of the questionnaire and interview guide to her supervisor who corrected and the researcher was given guidelines of how to go about the process. After the pre-test and necessary corrections done, it was followed by the administration proper of the questionnaire to the sample population of the

study. The questionnaire was used on the student and teacher population because they were many in number and constituted the main sample affected by the problem of delinquency.

The interview was conducted on CSESU administration and principals of the various sample schools since they constitute a minority of the sample population. In fact, the researcher's access to the schools was facilitated by the fact that she had authorization for each and every school as established by the divisional delegate of Mfoundi. Similarly, the researcher obtained authorization from the Principals of the accessible schools in order to dish out questionnaires to their teachers and students.

Concerning the interviews, each session lasted for about 30 minutes; they were recorded for transmission during analysis. Before recording, the researcher informed the interviewees who accepted. Upon completion of each interview, transcripts were re-read to ensure accuracy of the information, and then forwarded back to the participants for checking if any modification has been made on what they said.

3.3.3. Validity and Reliability of Research Instrument

The questionnaire and the interview guides were constructed by the researcher under the supervision of her supervisor in order to assemble data for the study. They are each divided into 6 sections starting with the first indicator of the independent variable; school rules and regulations, and ending with demographic information and contain closed ended questions. The supervisor corrected the questionnaire before the pilot test and before it was administered to the sample population.

Validity of Research Instruments

According to C. R. Kothari (May 1990), validity is the extent to which an instrument measures what it is supposed to measure. In other words, it is the extent to which differences found with a measuring instrument reflect true differences amongst those being tested. In the same light, Amin (2005) opines that, "*validity is the extent to which an instrument measures what it is supposed to measure, so as to produce accurate results*". This implies that, the content of the instrument should bring about the exact information it is designed for. With regard to this study, it was incumbent for the researcher to evaluate whether the instrument designed for this study was clear and relevant in generating meaningful data. Therefore, according to this researcher, validation will determine whether the respondents perceived the questionnaire and interview guide in the same way the researcher intended. In order to verify the validity of the questionnaire

and the interview, the researcher constructed the first draft of these instruments and presented to her research peer group and to the supervisor. A cross examination of the questions and interview frames, warranted the researcher to pay attention to the use of technical words or jargons to avoid ambiguity. An appraisal was made by her supervisor while the researcher had to do the necessary corrections. A second appraisal by the supervisor advised the researcher to avoid leading questions during interview. When the instruments were submitted to the supervisor the last time, he ascertained its validity under three dimensions; the face validity, content validity, and construct validity. To validate our research instrument, the pilot-test was conducted, corrected by the supervisor and then administration proper of questionnaires to the accessible population was carried out.

Face Validity

Face validity presents a convincing physical picture of the instrument based on the opinion of the experts (supervisor) and respondents. After the construction of the questionnaire, the researcher handed it to the supervisor of the project who critically examined the items, checked its appropriateness and presentation, and then pointed out errors.

All the necessary corrections were made and hence the face validity was ensured.

Content Validity

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. According to Martin E. Amin (2005), *“content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed”*. It shows how adequate the instrument samples the universe of knowledge, skills, perceptions and attitudes that the respondent is expected to exhibit.

After making objective and vital corrections on the instruments of this study, my supervisor confirmed the relevance of the items to the objectives of the study. This exercise gave the questionnaire its content validity. In addition to the above the content validity of this study was determined using this formula.

Content validity index (CVI) = number

of judges who declare items as valid Total
number of judges.

There were three judges (My supervisor, a data analyst, and an expert in the field of social science research). They all declared the items of the instrument valid.

$$CVI = 3/3 = 1$$

The CVI of a good instrument should be ≥ 0.7 . With the CVI of this instrument at 1, it means that the instrument is valid content wise.

Construct Validity

Construct validity of an instrument is based on the fact that, the instrument reflects a particular construct to which are attached certain meaning, (Cronbach, 1946 in Amin, 2005). In the case of this study, the construct validity of the questionnaire and the interview guide is judged in terms of the order in which they are constructed. That is to say, the instrument revolved the concept of DMS and students' delinquency, reflecting the mode of operationalization in the study.

Reliability of Research Instrument

Mugenda & Mugenda (2003) defines "*reliability as a measure of the degree to which a research instrument yields consistent result after repeated trials*". Golafshani (2003) shares the same idea by saying that, "*reliability is the extent to which results of a study are consistent over time and there is an accurate representation of the total population under study*". Reliability analysis aims at finding out the extent to which a measurement procedure will produce the same results if the process is repeated over and over again under the same conditions (Toke et al., 2012). The reliability of the instrument was obtained by presenting it to peer researchers and to part of the study population, corrections made before actual distribution of the questionnaires to the sample population.

3.3.7. Pilot Testing of the Instrument (Test-Retest Reliability)

In any scientific study, it suffices for the researcher to avoid any ambiguity on the interpretations and understanding of items or questions by respondents. In this respect, before the final field administration of the instruments, the researcher proceeded with a pilot study to confirm the effectiveness, articulation and appropriateness of the items in extracting the right types of information from the respondents. As such, the researcher gave out questionnaires to some respondents out of her sample population, then, keenly observed the ease with which the respondents were answering the questions to notice instances where items are not clear. With

respect to this, the researchers took note of the following points and items which may need amelioration.

- The instrument was administered to form four students of the school one week before the final administration.
- Time taken to fill a questionnaire did not go beyond 30 minutes
- Long questions were summarized
- Ambiguous questions were clarified by reformulating them and simplifying technical terms or complex vocabulary.
- Some items required to be more specific so as to target relevant responses and to avoid ambiguous responses.
- Feedback on the interview pilot study confirmed that the recorder to be used by the researcher is good.

The following errors were identified and the items corrected before proper administration.

- The institution of learning was not found on the questionnaire, that the researcher added.
- Some questions were ambiguous and were corrected. For example
- Most students could not understand the meaning of egos and impulses that the researcher added in bracket, “Temper”.
- In question 18, the word “gadgets” too was not familiar to some students. So the researcher added as examples, phones and MP3
- Question 19 that had the phrase “corporal punishment” had a problem too of easy understanding. There the researcher added in bracket, caning, flogging and spanking.
- She equally noticed too that the open questions were not necessary. As such, she removed questions 34, 35 and 36.
- At the level of the questionnaires, she noticed that the administrators were not quite versed with the Quality Circle. So, she replaced it.

The result was then evaluated and the resulting coefficient also known as the coefficient of stability was significant. Reliability of the study was therefore confirmed.

3.3.8. Sampling Technique

Respondents’ sample will be determined using stratified random technique) and judgmental sampling. The sample frame includes six secondary schools distributed as such;

three public secondary schools (one from Yaoundé III and the two from Yaoundé VI) and three private schools (two lay private secondary schools and one denominational school).

Stratified Random Sampling

According to C. R. Kothari (1990) *“if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified random sampling is generally applied in order to obtain a representative sample”*. He goes further to say that; the population is divided into several sub-populations (strata) that are individually more homogeneous than the total population.

In the same light, Nachimas & Nachimas (2008) observe that, this method of sampling ensure that different groups of the population are adequately represented in the sample. Stratified sampling divides the population into homogeneous groups such that the elements within each group are more likely than the elements of the population as a whole. That is why, Yamene (1967) provided a stratified formula ($n = \frac{N}{1 + e}$) to calculate sample

$$n = \frac{N}{1 + e}$$

sizes to ensure homogeneity. In this light, 4 categories of respondents were selected for questioning through this sampling technique; Disciplinarians, teachers, students, administrators. In all, 177 teachers were randomly picked from their strata in these six schools, 2 disciplinarians were randomly picked from their own strata. From the lot of students, 2302 number were randomly picked from their own strata, 2 administrators were randomly picked from the strata of administrators in the six schools. This is because the implementation on discipline of students is the concern of the above groups.

Purposive or Judgmental Sampling

This is a sample technique where by the sample members are chosen only on the bases of researchers' knowledge and judgment <https://www.questionpro.cm> , (Adi Bhat, n. d.). In this light, these researchers used their own judgment and common sense with regards to the participants from whom information was collected. It is based on this that the researcher chose distributing the questionnaires to students, discipline masters and teachers, because they encounter delinquency cases on daily bases. In the same vain, she distributed the questionnaires to form 3, f4, f5 and 2nd students because she considered that relatively, the most delinquent students come from these classes.

Snowball Sampling

It can also be called network sampling. *It involves contacting a key informant to name other people who should be contacted by the investigator in order to understand some key aspects of a situation under study* (Amin, 2005:243). In this regard, a principal of one of the schools directed the researchers to CSESU who directed the researcher to a staff of the divisional delegation of education Mfoundi, who directed us to some school principals who us to the disciplinary departments of their schools where we go first class information on students' delinquency. We were equally sent to class masters who sent us to some delinquent students who gist us more about delinquency. This is how the ball kept on rolling till we were provided with adequate information on the subject matter.

3.3.9. Data Processing and Analysis Technique

1) Data Processing Technique

This is the editing, coding and the classification of data, Kothari (1990). Therefore, editing a data simply means examining the collected raw material (especially surveys), to detect errors and omissions, and to correct these when possible. With regard to this study, the researchers did a careful scrutiny of the questionnaires to ensure that, the data are accurate, consistent with other facts gathered, uniformly entered as complete as possible and have been well arranged to facilitate coding and tabulation.

Coding refers to assigning numerals or other symbols to answers so that, responses can be put into a limited number or classes. In this regard, these researchers reduced the numerous replies to a smaller number of classes which contained the critical information required for analysis.

On its part, classification is reducing of the large number of data collected from questionnaires responses to homogenous groups in order to get meaningful responses (Kothari 1990). In this light, the researcher arranged the data into small groups or classes on the bases of common characteristics. She placed all the data with the same characteristics on one class and in this way, the entire data got divided into a number of groups or classes.

2) Data Analyses Technique

According to Martin E. Amin (2005) *“data analysis is the computation of certain indices or measures which go along with searching for patterns of relationship that exist amongst the*

data groups”. It refers to the appropriate statistical test which allows the researcher to either confirm or reject the hypotheses of the study. However, the nature of a study or variable determines the type of statistical instrument to use in its study. Since this study is a mixed research, it takes on qualitative analysis using descriptive statistics and equally quantitative analysis in the form of inferential statistics.

a) Qualitative Technique for Data Analyses i) Content Analysis Technique

Content Analysis Technique is a data analysis method used to identify patterns in recorded communication. To gain a more qualitative understanding of disciplinary methods and delinquency issues in schools, this technique was used to analyze the consequences of poor discipline strategies on students’ delinquency. Based on this, the researcher systematically collected data from interviews that were conducted. She hence forth focused on understanding and interpreting and the discussions. The researchers therefore categorized or coded the words, themes and concepts within the text and analyzed the results.

b) Quantitative Technique for Data Analysis.

Quantitative technique for data analysis refers to the use of inferential statistics in hypothesis testing. The data collected from the field using questionnaires were analyzed using Spearman ranked correlation. The rationale for using this technique was based on the fact that, items on the questionnaires are not dichotomously scored. This test is used to determine the link or relationship between two variables.

i) Spearman Ranked Correlation

It is used to determine the direction and degree of relationship between two variables; X (DMS) and Y (students’ Delinquency) when both variables are measured at the ordinary level of measurement (Amin, 2005). The spearman Ranked Correlation can be obtained using the following formula²

$$R_s = 1 - \frac{\sum D^2}{n(n-1)}$$

Where $\sum$ = sum

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

n = the number of paired ranks

It is often used to test for statistical significance where the calculated value is compared to the critical value rank correlation table with number of paired ranks. However, a decision is made whether to confirm or deny the hypotheses bases on comparing the sig (2tailed) with α (alpha) =0.05.

3.3.10. Variables of the Study

Here, we shall be analyzing the study's independent and dependent variables. I.e., bringing out the respective indicators of these variables and how they go a long way to contribute to the notion of discipline measures and students' delinquency. According to Amin, (2005: 81), *"a variable can generally be defined as anything that can take on different or varying values which can differ at various times for the same object or person"*. Therefore, research variables can be considered as characteristics that vary. It may change from one thing to another, one quantity or quality to another. There are two main variables that exist in this study thus; the independent variable *"discipline management strategies"* and the dependent variable, *"Students' delinquency"*. It seeks to explain how the various disciplinary strategies, managerial skills put in place by teachers, school administrators, CSESU, can handle the negative phenomenon of delinquency within the school milieu.

The Independent Variable

The independent variable of this study is discipline management strategies. This variable seeks to assess the various discipline strategies, management skills put in place by school administration, CSESU, to curb indiscipline within the school milieu. It is the presumed cause of the research problem. This factor when manipulated by the researcher produces an effect on the dependent variable, hence it plays the tune and the dependent variable dances to the melody. In this regard, the researchers operationalized the variable as follows.

School Rules and Regulations

The independent variable of this study was equally rendered operational through the school rules and regulations. This was carefully examined as follows: the involvement of students in the formulation and implementation of school rules and regulations in relation to children welfare, gives them a sense of ownership thereby compelling them to adhere to school rules. This is made possible through the school prefects, class prefects and student cooperatives in the various schools. The prevention and discouragement of gang membership, the respect of dressing code and the prohibition of students going home before time go a long way to solve

the problem at hand. The respect of school rules and regulations enhances good conduct in students, since they are being taught the values and norms of the society to control their behavior.

School Preventive Measures

School preventive measure which is the next variable under discipline management strategy seeks to examine the preventive strategies which can reduce violence in schools. These preventive strategies involve careful planning and wise administration, allocation of positive punishment, teaching of moral education and counseling, careful observation of the psychological state of the student, decreasing class size to reduce rowdiness and equally practicing inclusive discipline. It equally involves the installation of cameras around the school and the use of metal detectors, reasoning students than coercive punishment and equally teaching students behavior management skills. In addition to this, delinquency can be prevented in schools if teachers learn how to avoid inter chaos with students by controlling their egos and impulses (stop taking comments and reactions of manipulative students personally). The above if carefully put into practice will go a long way to prevent indiscipline in schools.

School Monitoring

School monitoring as another variable in this study was carefully examined in terms of behavior contracts, daily behavior report cards and school referrals while investigating its adaptive nature to the modern standards of discipline. In this respect, what is expected is the development of behavioral interventions, strategies and programs that teach students how to replace inappropriate behavior with more acceptable alternatives like moral uprightness, trust worthiness and responsibility? In this light, Laura Gray (2013) asserts that, addressing behavior issues before they become out-of- control problems are done through proximity and monitoring. However, morally up right students and conscious well-behaved students are rare in most 21st century schools and therefore needed at all costs. If not then we are simply carrying out education for delinquency as remarked by the director of CSESU.

School Sanctions

The last independent variable in this study is school sanction; something a student has to do, e g completes a program, attend a workshop, or pay restitution fee. It could also be a status imposed on a student for a period of times for example, a loss of privilege, being placed on disciplinary probation or suspension. As an independent variation of this study, a sanction is

a penalty imposed or punishment inflicted for wrong doing which include, warning, suspension with hard labor, confiscation of unwanted item(s), cleaning, dismissal and withholding of report card. Some schools give negative or coercive punishment like threatening, blackmail, torture, beating or forcing the student to act involuntarily which lease is recommended by this study, for the type of punishment advocated is positive punishment which is out to correct and encourage and not to inflict pain.

The Dependent Variable

The dependent variable of this study is students' delinquency. This is actually where the matter lies, the consequences of poor disciplinary strategies, hence the presumed effect which results from the manipulation of the independent variable. It goes a long way to explain the problem of this study, which is delinquency within the school setting in some secondary schools in Yaounde III and Yaounde VI of Mfoundi division in the Centre region. Students' delinquency is indicated by the degree of psychological violence, physical violence, drug abuse and sexual immorality. However, these delinquent acts are manifested in the form of the following vices from students; insults, quarrels, slander, blackmail, blaspheme, fighting, insolence. Most often, delinquent students can also be witnessed smoking, drinking alcohol, drug abuse, gambling in and out of school, dancing in bars and night clubs, breaking into offices and class rooms and equally stealing. Some of them bring mobile phones and radio receivers in school, portable media players (MP3player), guitars, flutes, flashy shoes and dresses. Some of them even go as far as locking the discipline Master in the toilet. Even when some of them are conveyed to the disciplinary council, they refuse to do approved punishment while some boy-cot it; they break bounce and hold illegal meetings within the school premises. All the above problems may be the result of poor disciplinary strategies put in place by educational stakeholders.

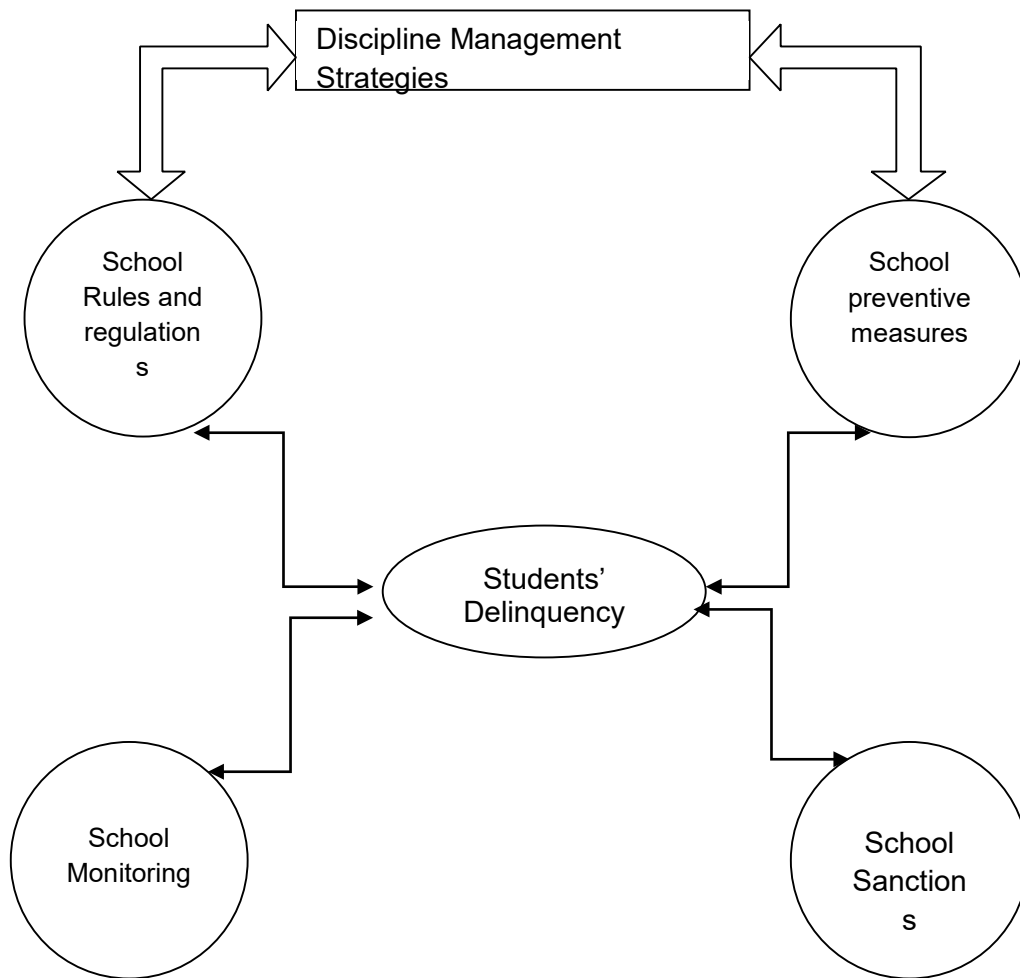


Figure 5: Operationalization of Research Variables.

Source: Researcher

Table 4: Recapitulative Table

General Research hypothesis	Specific research hypotheses	Independent variable	Indicators	Dependent variables	indicators	Measuring scale	Modalities	Research instruments	Statistical tests
Discipline Management Strategies influence students' Delinquency in Yaoundé and III VI	SRH ₁ There is a relationship between school Rules and Regulations and Students' delinquency	IV1 School Rules and Regulations	-Respect of dressing code -No gadgets in school -Abolition of corporal punishment like beating, kneeling, insulting -Do not steal nor fight. -Process of the formulation of school rules and regulations. -Redirect students' skills -No disruption of classes -Preservation of school Properties	Students' Delinquency	-Psychological violence - Physical violence -Drug abuse -Sexual Violence -Examination fraud	-Norminal Scale	-Strongly Agree -Agree -Neutral -Disagree -Strongly Disagree	-Likert Scale Questionnaire. -Semi Structured Interview.	-Spearman correlation Qualitative analysis.

SRH2	IV2	-Constant checking of bags and school attires	-Psychological violence	-Ordinal scale	-Strongly Agree	-Likert Scale Questionnaire.	-Spearman correlation
		-Installation of Cameras and Metal detectors around the school	- Physical violence		-Agree		
School Preventive measures have an influence on Students' Delinquency Yaounde III and VI.	School Preventive Measures in	-Invitation of CSESU on aggravated Crimes	-Drug abuse		-Neutral	-Semi Structured Interview	Qualitative analysis.
		-Moral Education and counseling	-Sexual Violence		-Disagree		
		-Positive punishment,			-Strongly Disagree		
		Peer Counseling and					

Modeling

-Teachers have control over their egos and impulses

SRH3 School monitoring has an impact on students' delinquency in some secondary schools in Yaoundé III and VI.	IV3 School Monitoring	-School establishment of personal time table for students	-Psychological violence - Physical violence -Drug abuse -Sexual Violence	-Ordinal Scale	-Strongly Agree -Agree -Neutral -Disagree -Strongly Disagree	-Likert Scale Questionnaire. -Semi Structured Interview -Observation	-Spearman correlation Qualitative analysis.
		- Correction of exercise books and home work -Staff patrol -Proximity or go closer to her desk - Behavior contracts -Weekly meetings of intervention staff and teachers. - Daily behavior report cards and discipline referrals	Students' Delinquency				
SRH4 School sanction has an influence on students' delinquency	IV 4: School Sanctions	-Warning of conduct -Confiscation of unwanted item or attire -Cleaning the class, veranda or corridor -Academic punishment -Suspension - Dismissal.		-Ordinal scale	-Strongly Agree -Agree -Neutral -Disagree -Strongly Disagree	-Questionnaire. -Semi Structured Interview	-Spearman correlation Qualitative analysis.

CHAPTER 4

PRESENTATION OF RESULTS AND DATA ANALYSIS

In every scientific research, the data collected from the field requires to be treated using appropriate statistical methods which are recognized in the domain of social sciences, so as to test the hypothesis and better discuss the findings of the study. In this guise, the data of this study was collected through scientifically closed ended questionnaire, constructed on a five-response scale (the Likert scale) Strongly Agree (SA), Agree (A), Undecided or neutral (UN), Disagree (D), Strongly Disagree (SDA). Interview guides were also used to get information from principals and other authorities. This data was treated and analyzed with the use of the computer software SPSS (statistical Package for Social Sciences) version 20. This chapter deals with presentation of data in the form of and frequency tables and content analysis, and the verification of research hypotheses. The first will be for descriptive statistics, while the second will be consecrated for inferential statistics (spearman ranked correlation).

4.1. Descriptive Statistical Analysis

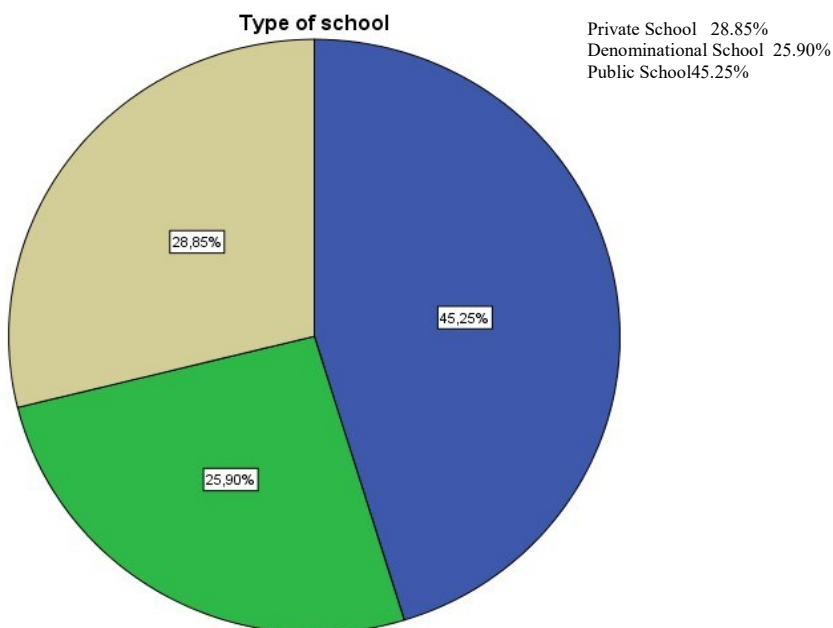


Figure 6: Type of School

The distribution of respondents according to schools is displayed on the chart on figure 6 above. It can be seen that the highest number of respondents, the blue color (45.25%) came from public schools followed by the those of the private schools (the brown color 28.85%). 25.90% represents respondents from denominational schools, which is composed of the green color. This implies that of the 305-sample population, 138 came from public schools, 88 from private schools and followed by denominational schools with the least respondents of 80. This disparity in school representation is justified by the fact that, the public schools are more populated than the others. Moreover, the respondents of public schools show more interest in the study since the rate of delinquency in these schools are more alarming.

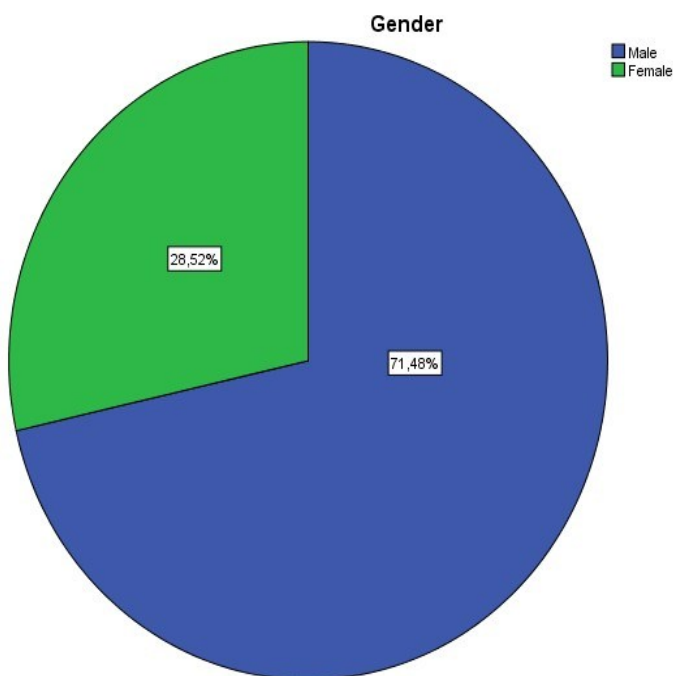


Figure 7: Gender

The chart above shows that the total number of males in the sample population is greater than that of female. 218 males responded to the questionnaire making a percentage of 71.48%, while 87 females responded to the questionnaire making up of 28.52 % of the sample population. These statistics show that the male population was more open to collaborate to the study.

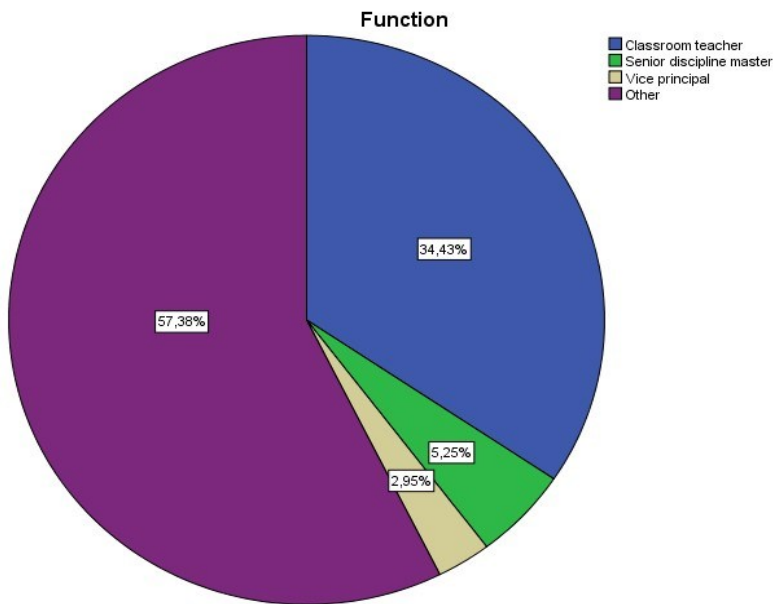


Figure 8: Function of staff

From the chart on figure 8 above, it can be seen that, 57.38% of the sample occupy other job functions, 34.43 are class teachers, 5.25 are discipline masters, whereas, 2.95 are vice principals. The different positions held in the schools will normally spell out what is expected from employees and this could explain a clear reason why there is a rise in the level of delinquency. The proportion of discipline masters in schools is few relative to the student population.

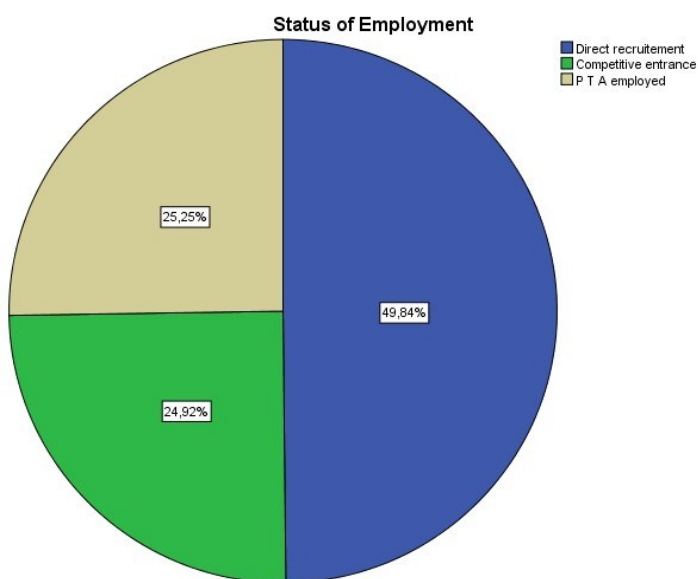


Figure 9: Employment Status

On figure 9 above, employment status is another important factor in determining the level of indiscipline in educational setting. 49.64% of the sample are directly recruited, 24.92% came in through competitive entrance, while 25.25% are PTA. Looking at these statistics, it becomes clear that indiscipline could aggravate because of teachers' behavior. Teachers who came in through competitive exams are least represented. It is obvious that trained teachers could perform better in discipline than untrained teachers.

Table 5: Distribution of Respondents Based on School Rules and Regulations

N ^o	Item		SA	A	N	D	SDA	Mean	Std
1	Students respect the dressing code of the school	<i>f</i>	15	18	29	159	84		
		%	4.9	5.9	9.5	52.1	27.5	3,914	1,022
2	At times, some students bring gadgets to school like phones, MP3 etc.	<i>f</i>	171	83	31	12	8		
		%	56.1	27.2	10.2	3.9	2.6	1,698	0,983
3	Corporal punishment is not more practiced in my school	<i>f</i>	108	64	90	15	28		
		%	35.4	21	29.5	4.9	9.2	2,314	1,256
4	Some students always steal while some of them fight	<i>f</i>	139	115	22	17	12		
		%	45.6	37.7	7.2	5.6	3.9	1,845	1,041
5	In my school, the principal always involves students in the formulation of school rules and regulations related to students' welfare.	<i>f</i>	7	30	9.8	87	109	72	
		%	2.3		28.5	35.7	23.6	3,685	1,012
6	The teachers identify, reframe and redirect students' skills positively, rather than imposing.	<i>f</i>	211	71	8	9	6		
		%	69.2	23.3	2.6	3	2	1,452	0,845
7	Some students are bent on disrupting classes during lessons	<i>f</i>	201	87	5	8	4		
		%	65.9	28.5	1.6	2.6	1.3	1,449	0,772
8	Students always preserve school property jealously	<i>f</i>	25	37	59	135	49		
		%	8.2	12.1	19.1	44.3	16.1	3,478	1,144

Source: Field statistics

- **Looking at Item 1**, we observed that the largest sample of 52.1% of the respondents strongly disagreed that Students respect the dressing code of the school this adds to

27.5% who disagreed as well. This is confirmed by a large mean (3,914), with a small standard deviation (1,022). This demonstrates lapses in the respect of school rules and regulations, and a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 9.5% remained neutral, 5.9% simply agreed, while 4.9% strongly agreed.

- **In item 2**, we observed that a large portion of the sample 56.1% strongly agreed that At times, some students bring gadgets to school like phones, MP3 etc., this adds to 27.2% who simply agreed. This figure is confirmed by a high mean of 2.00, and a small standard deviation of 0,983. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 3.9% and 2.6% strongly disagreed and agreed respectively, while a small portion of 10.2% remained undecided.
- **In item 3**, we observed that a large portion of the sample 35.4% strongly agreed that Corporal punishment is not more practiced in my school, this adds to 21% who simply agreed. This figure is confirmed by a high mean of 2,314, and a small standard deviation of 1,256. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 4.9% and 9.2% strongly disagreed and agreed respectively, while a significant portion of 29.5% remained undecided.
- **In item 4**, we observed that a large portion of the sample 45.6% strongly agreed that some students always steal while some of them fight, this adds to 37.7% who simply agreed. This figure is confirmed by a high mean of 2.00, and a small standard deviation of 1,041. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 5.6% and 3.9% strongly disagreed and agreed respectively, while an insignificant portion of 7.2% remained undecided.
- **Looking at Item 5**, we observed that the largest sample of 35.7% of the respondents strongly disagreed that in my school, the principal always involves the students in the formulation of school rules and regulations related to students' welfare, this adds to 23.6% who disagreed as well. This is confirmed by a large mean (3,914), with a small standard deviation (1,022). This is a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 28.5% remained neutral, 2.3% simply agreed, while 9.8% strongly agreed.
- **In item 6**, we observed that a large portion of the sample 69.2 % strongly agreed that the teachers identify, reframe and redirect students' skills positively, rather than imposing. This adds to 23.3% who simply agreed. This figure is confirmed by a high

mean of 1,452, and a small standard deviation of 0,845. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 3% and 2% strongly disagreed and agreed respectively, while an insignificant portion of 2.6% remained undecided.

- **In item 7**, we observed that a large portion of the sample 65.9% strongly agreed that the teachers identify, reframe and redirect students' skills positively, rather than imposing. This adds to 28.5% who simply agreed. This figure is confirmed by a high mean of 1,449, and a small standard deviation of 0,772. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 2.6% and 1.3 percent strongly disagreed and agreed respectively, while an insignificant portion of 1.6% remained undecided.
- **Looking at Item 8**, we observed that the largest sample of the respondents (44.3%) simply disagreed that students always preserve school property jealously, this adds to 16.1% who strongly disagreed as well. This is confirmed by a large mean (3,478), with a small standard deviation (1,144). This is a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 19.1% remained neutral, 12.1% simply agreed, while 8.2% strongly agreed.

Table 5: Distribution of Respondents Based on Preventive Measures

	Item		SA	A	N	D	SDA	Mean	Std
9	The disciplinary department checks the bags and attires of students before they enter the school	f	12	26	45	134	88		
			3.9	8.5					
		%			14.8	43.9	28.9	3,852	1,055
10	My principal has installed cameras and metal detectors in school	f	8	17	28	102	150		
		%	2.6	5.6	9.2	33.4	49.2	4,209	1,00
11	The school administration organizes patrol around the toilets and corridors of the school establishment to monitor delinquent students	f	125	100	40	22	18		
		%	41	32.8	13.1	7.2	5.9	2,042	1,167
12	The school invites the police on aggravated indiscipline incidences	f	14	37	73	131	50		
		%	4.6	12.1	23.9	43	16.4	3,544	1,047
13	The school carries out a lot of moral	f	100	163	23	10	9		

	education and counseling of students	%	32.8	53.4	7.5	3.3	3	2.00	0.890
14	My principal encourages positive f		158	120	13	8	6		
	punishment but not coercive	%	51.8	39.3	4.3	2.6	2	2.00	0.8441
15	My principal does peer counseling and modeling	f	51	69	110	66	9		
		%	16.7	22.6	36.1	21.6	3	2,714	1,073
16	Teachers are able to control their egos and impulses in class	f	146	52	80	18	9		
		%	47.9	17	26.2	5.9	3	1,990	1,116

Source: Field statistics

- **In item 9**, we observed that a large portion of the sample 43.9% disagreed to the assertion that the disciplinary department checks the bags and attires of students before they enter the school, this adds to 28.9% who strongly disagreed. This figure is confirmed by a high mean of 3,852, and a small standard deviation of 1,055 thus denying the search of students' bags at the entrance of the school. This explains the possible existence of preventive measures towards delinquent behaviors on campus. Yet, an insignificant percentage of 3.9% and 8.5% strongly agreed and agreed respectively, while up to 14.8% remained undecided.
- **In item 10**, we observed that a large portion of the sample 49.2% strongly disagreed that their principal has installed cameras and metal detectors in school, this adds to 33.4% who disagreed. This figure is confirmed by a high mean of 4,209, and a small standard deviation of 1, 00 thus denying the installation of cameras and metal detectors in school. This explains the possible existence of delinquent behaviors on campus since learners are conscious of no cameras in school, they can do anything and get away with. Yet, an insignificant percentage of 2.6 % and 6.5% strongly agreed and agreed respectively, while a small portion of 9.2% remained undecided.
- **Looking at Item 11**, we observed that the largest sample of 41% of the respondents strongly agreed that the school administration organizes patrol around the toilets and corridors of the school establishment to monitor delinquent students' children this adds to 32.8% who agreed as well. This is confirmed by a large mean (2.042), with a small

standard deviation (1,167). This is a strong predictor of delinquency. Yet, some respondents still think otherwise as 13.1% remained neutral, 7.2% disagreed, while 5.9% strongly disagreed.

- **Looking at Item 12**, we observed that the largest sample of 43% of the respondents strongly disagreed that the school invites the police on aggravated indiscipline incidences this adds to 16.4% who disagreed as well. This is confirmed by a large mean (3,544), with a small standard deviation (1,047). This is a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 23.9 % remained neutral, 12.1% simply agreed, while 4.6% strongly agreed.
- **In item 13**, we observed that a large portion of the sample 53.4% simply agreed that the school carries out a lot of moral education and counseling of students, this adds to 32.8% who strongly agreed. This figure is confirmed by a high mean of 2.00, and a small standard deviation of 0.890. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Yet, an insignificant percentage of 3.3% and 3.0% strongly agreed and agreed respectively, while a small portion of 7.5% remained undecided.
- **In item 14**, we observed that a large portion of the sample 51.8% strongly agreed that their principal encourages positive punishment but not coercive, this adds to 39.3% who simply agreed. This figure is confirmed by a high mean of 2.00, and a small standard deviation of 0.844. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Yet, an insignificant percentage of 2.6% and 2.0% strongly disagreed and agreed respectively, while a small portion of 4.3% remained undecided.
- **Considering item 15**, we observed that a large portion of the sample 36.1% remained undecided on the fact that their principal does peer counseling and modeling. This figure is confirmed by a high mean of 2,714, and a small standard deviation of 1,073. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Also, 21.6% and 3.0% strongly disagreed and agreed respectively, while a small portion of 16.7% and 22.6% strongly agreed and agreed respectively.
- **In item 16**, we observed that a large portion of the sample 47.9% strongly agreed that teachers are able to control their egos and impulses in class, this adds to 17% who simply agreed. This figure is confirmed by a high mean of 2. 00, and a small standard

deviation of 1,116. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Yet, an insignificant percentage of 5.9% and 3.0% strongly disagreed and agreed respectively, while a small portion of 26.2% remained undecided.

Table 6: Distribution of Respondents According to School Monitoring.

Item		SA	A	N	D	SDA	Mean	Std
17 The School establishes personal time table for students	<i>f</i>	133	40	56	41	35		
	<i>%</i>	43.6	13.1	18.4	13.4	11.5	2,360	1,437
18 Correction of exercise books and home work are frequent.	<i>f</i>	39	48	99	90			
	<i>%</i>	12.8	15.7	32.5	29.5	29 9.5	3,072	1,159
19 There is a high level of Staff patrol	<i>f</i>	42	154	68	27			
	<i>%</i>	13.8	50.5	22.3	8.9	14 4.6	2,400	0,985
20 There is Proximity or close-to-desk follow up of learners.	<i>f</i>	10	91	120	64	20		
	<i>%</i>	3.3	29.8	39.3	21	6.6	2,977	0,950
21 Learners are being held to engage in Behavior contracts	<i>f</i>		61	97	99			
	<i>%</i>	18 5.9	20	31.8	32.5	30 9.8	3,203	1,056
22 There exist weekly meetings of intervention staff and teachers.	<i>f</i>		87	146	32			
	<i>%</i>	19 6.2	28.5	47.9	10.5	21 6.9	2,832	0.943
23 We update daily behavior report cards and discipline referrals	<i>f</i>		61	71	107	44		
	<i>%</i>	22 7.2	20	23.3	35.1	14.4	3,295	1.154
24 We convoke parents quite often on their children's' deviant cases.	<i>f</i>	71	102	45	39	48		
	<i>%</i>	23.3	33.4	14.8	12.8	15.7	2,642	1.378

Source: Field statistics

- **Looking at Item 17**, we observed that 43.6% of the respondents strongly agreed that the school establishes personal time tables for students, this adds to 13.1% who agreed as well. This is confirmed by a large mean (2.360), with a small standard deviation

(1.437). This means that school monitoring is effective, thus may not be linked to students in school. Yet, some respondents still think otherwise as 18.4% remained neutral, 13.4% disagreed, and 11.5% strongly disagreed. This still requires more efforts in school monitoring.

- **To talk of Item 18**, we observed that only 12.8% of the respondents strongly agreed that Correction of exercise books and home work are frequent, this adds to 15.7% who agreed as well. However, a larger portion of the respondents 32.5% remained neutral. This is confirmed by a large mean (3,072), with a small standard deviation (1,159). This means that school monitoring is effective, thus may not be linked to students in school. Yet, 29.5% disagreed, and 9.5% strongly disagreed.
- **Looking at Item 19**, we observed that 13.8% of the respondents strongly agreed that there is a high level of Staff patrol, this adds to a bulk of 50.5% who agreed as well. This is confirmed by a large mean (2,400), with a small standard deviation (0,985). This means that school monitoring is effective, thus may not be linked to students in school. Yet, some respondents still think otherwise as 22.3 remained neutral, 8.9% disagreed, and 4.6% strongly disagreed. This still requires more efforts in school monitoring.
- **In Item 20**, we observed that only 3.3% of the respondents strongly agreed that there is proximity or close-to-desk follow up of learners, this adds to 29.8% who agreed as well. However, a larger portion of the respondents 39.3% remained neutral. This is confirmed by a large mean (2,977), with a small standard deviation (1,159). This means that school monitoring may not be linked to students' indiscipline in school. Yet, 21% disagreed, and 6.6% strongly disagreed.
- **In Item 21**, a greater portion of the population 32.5% disagreed, 31.8% remained neutral, and 9.8% strongly disagreed to the thesis that learners are being held to engage in behavior contracts. This denial is further confirmed with a high mean of 3,203, and a concentrated standard deviation of 1,056. This explains considerable lapses in school monitoring, thus may likely contribute to elements of delinquency. However, a small percentage of 5.9% and 20% strongly agreed and simply agreed respectively, meaning that teachers at least intervene in watching the symptoms of restlessness and causes of tension on their children.
- **In Item 22**, a greater portion of the population 31.8% remained neutral to the fact that there exist weekly meetings of intervention staff and teachers. This position is supported by a high mean of 2.832, and a minimal standard deviation of 0.943. This

indicates more or less a link between school monitoring and delinquency. More so, a considerable percentage of 6.2% and 28.5% strongly agreed and agreed respectively, by confirming a weak link. Yet, some 10.5% and 6.9% strongly disagreed and agreed respectively showing that we cannot totally deny the fact that the weekly meetings minimize delinquency.

- **In Item 23**, a greater portion of the population 35.1% disagreed to the fact that there exist a significant daily behavior report cards and discipline referrals. This position is supported by a high mean of 3.295, and a minimal standard deviation of 1.154. This shows a link between home monitoring and delinquency. More so, a considerable percentage of 14.4% strongly disagreed, thus confirming the existence of this link. Yet, some 23.3% remained silent, whereas a few 7.2% and 20% strongly agreed and agreed respectively showing that learners' behavior is being modified by this notion, but largely insufficiently.
- **Looking at Item 24**, we observed that 33.4% of the respondents strongly agreed that the school convokes parents quite often on their children's' deviant cases. This adds to 23.3% who agreed as well. This is confirmed by a large mean (2.642), with a small standard deviation (1.378). This is a strong predictor of delinquency. Yet, some respondents still think otherwise as 14.8% remained neutral, 12.8% disagreed, while 15.7% strongly disagreed, indicating that some parents visit the school quite often upon convocation.

Table 7: Distribution of Respondents According to School Sanctions

N0	Item		SA	A	N	D	SDA	Mean	Std
25	Warning of conduct	<i>f</i>	8	84	48	129	36		
		<i>%</i>	2.6	27.5	15.7	42.3	11.8	3,331	1,081
26	Confiscation of unwanted item or attire is sufficiently practiced in school	<i>f</i>	27	74	52	116	36		
		<i>%</i>	8.9	24.3	17	38	11.8	3,196	1,189
27	Cleaning the class, verandas or corridors are severe sanctions	<i>f</i>	29	73	76	99			
		<i>%</i>	9.5	23.9	24.9	32.2	28 9.2	3,078	1,144
28	Existence of Corporal punishment	<i>f</i>	87	81	72	52	13 4.3		
		<i>%</i>	28.5	26.6	23.6	17		2,419	1,189

29	Existence as a measure of Suspension	<i>f</i>	176	58	25	33	13		
					8.2		4.3		
		<i>%</i>	57.7	19		10.8		2,0	1,207
30	Dismissal is a major sanction	<i>f</i>	180	81	9	26	9		
						8.5			
		<i>%</i>	59	26.6	3		3	2,0	1,067

Source: Field statistics

- **Looking at Item 25**, we observed that the largest sample of 42.3% of the respondents simply disagreed that Students are always received warning of conduct, this adds to 11.8% who strongly disagreed as well. This is confirmed by a large mean (3,331), with a small standard deviation (1,081). This explains the weaknesses of sanctions, thus a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 15.7% remained neutral, 27.5% simply agreed, while 2.6% strongly agreed.
- **Looking at Item 26**, we observed that the largest sample of 38% of the respondents simply disagreed that confiscation of unwanted item or attire are sufficiently practice. This adds to 11.8% who strongly disagreed as well. This is confirmed by a large mean (3,196), with a small standard deviation (1,189). This explains the absence of selfdiscipline, thus a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 17% remained neutral, 24.3% simply agreed, while 8.9% strongly agreed.
- **Looking at Item 27**, we observed that the largest sample of 32.2% of the respondents simply disagreed that Cleaning the class, veranda or corridor. This adds to 9.2% who strongly disagreed as well. This is confirmed by a large mean (3,078), with a small standard deviation (1,144). This explains the presence, but weak sanctions, thus a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 24.9% remained neutral, 23.9% simply agreed, while 9.5% strongly agreed.
- **Item 28** presents opinions on -Corporal punishment. In this vein, a bigger portion of the sample 28.5% strongly agreed, while 26.6% simply agreed. This strong acceptance is supported by a considerable mean of 2,419, a small standard deviation of 1,189, thus showing the existence of self-confidence to an insufficient level. To this 23.6% still remained undecided, 17% disagreed, while 4.3% strongly disagreed.
- **In item 29**, we observed that a large portion of the sample 57.7% strongly agreed that the suspension of learners is a major action in school. This adds to 19% who simply

agreed. This figure is confirmed by a high mean of 2.00 and a small standard deviation of 1,207. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 10.8% and 4.3% strongly disagreed and agreed respectively, while an insignificant portion of 8.2% remained undecided.

- **In item 30**, we observed that a large portion of the sample 59% strongly agreed that – Dismissal is a major sanction when learners commit strong crimes. This adds to 26.6% who simply agreed. This figure is confirmed by a high mean of 2.00 and a small standard deviation of 1,067. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 8.5% and 3% strongly disagreed and agreed respectively, while an insignificant portion of 3% remained undecided.

Table 8: Distribution of Respondents According to Delinquency

N0	Item		SA	A	N	D	SDA	Mean	Std
31	Some students perpetrate sexual immorality in school	f	199	42	19	31	14		
		%	65.2	13.8	6.2	10.2	4.6	2,0	1,215
32	I noticed that some students always bully others and fight one another	f	87	132	58	21	7		
		%	28.5	43.3	19	6.9	2.3	2,111	0,973
33	Students insult and fight with their teachers	f	28	93	65	74	45		
		%	9.2	30.5	21.3	24.3	14.8	3,049	1,227
34	I have noticed some students with dangerous weapons in school like blades, scissors, knives, compass, mirrors, needle, etc.	f	164	68	16	5.2	38	19	6.2
		%	53.8	22.3			12.5	2,0	1,285
35	Students consume drugs in school like tramadol, marijuana, cigarettes, cocaine, shisha, alcohol: beer and whisky. Some consume in school while others scale the school fence to consume from petty traders around the school.	f	192	57	17	5.6	22	7.2	17
		%	63	18.7				2,049	1,187
36	Some common forms of delinquency by students are:	f	285	17	2	1	/		

stealing, fighting, lies telling, % 93.4 5.6 0.7 0.3 / 1,078 0,325 bullying, cheating, disobedience, sexual immorality, insulting others, using phones in school against of school rules and regulations, watching pornographic films in school etc.

Source: Field Statistics

- **In item 31**, we observed that a large portion of the sample 65.2% strongly agreed that some students perpetrate sexual immorality in school. This adds to 13.8% who simply agreed. This figure is confirmed by a high mean of 2.00 and a small standard deviation of 1,215. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 10.2% and 4.6% strongly disagreed and agreed respectively, while an insignificant portion of 6.2% remained undecided.
- **In item 32**, we observed that a large portion of the sample 43.3% agreed to have noticed that some students always bully others and fight one another. This adds to 28.5% who simply agreed. This figure is confirmed by a high mean of 2,111 and a small standard deviation of 0,973. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 6.9% and 2.3% strongly disagreed and agreed respectively, while an insignificant portion of 19% remained undecided.
- **In item 33**, we observed that a large portion of the sample 30.5% agreed that students insult and fight with their teachers. This adds to 9.2% who simply agreed. This figure is confirmed by a high mean of 3,049 and a small standard deviation of 1,227. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 24.3% and 14.8% strongly disagreed and agreed respectively, while an insignificant portion of 21.3 % remained undecided.
- **In item 34**, we observed that a large portion of the sample 53.8% strongly agreed to have noticed some students with dangerous weapons in school like blades, scissors, knives, compass, mirrors, needle, etc. This adds to 22.3% who simply agreed. This figure is confirmed by a high mean of 3,049 and a small standard deviation of 1,227. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 12.5% and 6.2% strongly disagreed and agreed respectively, while an insignificant portion of 5.2% remained undecided.
- **In item 35**, we observed that a large portion of the sample 63% strongly agreed that students consume drugs in school like tramadol, marijuana, cigarettes, cocaine, shisha, alcohol: beer and whisky. Some consume in school while others scale the school fence

to consume from petty traders around the school. This adds to 18.7% who simply agreed. This figure is confirmed by a high mean of 2,049 and a small standard deviation of 1,187. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 7.2% and 5.6% strongly disagreed and agreed respectively, while an insignificant portion of 5.6% remained undecided.

- **In item 36**, we observed that a large portion of the sample 93.4% strongly agreed that some common forms of delinquency by students are: stealing, fighting, lies telling, bullying, cheating, disobedience, sexual immorality, insulting others, using phones in school against of school rules and regulations, watching pornographic films in school etc. This adds to 5.6% who simply agreed. This figure is confirmed by a high mean of 1,078 and a small standard deviation of 0,325. This confirms the existence of delinquencies in school. Yet, an insignificant percentage of 0.7% and 0.3% strongly disagreed and agreed respectively, while an insignificant portion of 5.6% remained undecided.

4.2. Presentation of Information from Interviews and Analyses

4.2.1. Interview of PUPRIN

This interviewee is an administrator in Government Bilingual Practicing High School Yaoundé, a holder of DIPES II, has served as a teacher for 19 years, and as a discipline master for 6 years, and a female.

Table 9: Analysis of Interview

Topic/ Question	Response	Analysis
<u>Forms of Indiscipline and Delinquency</u>		<i>discipline, broken homes and post traumatic experience.</i>
- What are the forms of indiscipline and delinquency that take place in your institution?	<i>Hahahaha!!! The forms of indiscipline are enormous; they range from bullying, blackmailing, fighting, stealing and assaulting, drug abuse and sexual abuse.</i>	-Drawing from the response by PUPRIN, we observed a significant presence of indiscipline and violence in the school milieu. With regards to
-According to your opinion, what are the causes of delinquency?	- <i>Delinquency is mostly caused by home violence, lack of home</i>	

the causes, this author mostly talked of the home origins. This may slide away from the origins of this study, but -What do you think are the consequences of indiscipline?

- *Delinquent students commit crimes like gambling with money both in and out of class, they steal, they fight and injure one another, and they aggress their friends and even teachers. Some of them end up dropping out of school.*

-What suggestions can you give educational stakeholders on this pending problem?

- *I suggest that school administrators should form students' cooperatives so that they can help with discipline, increase salaries of civil servants so they concentrate on their jobs and take care of their children, teachers should always use their cameras to snap delinquent students in action, organization of open door days by stake holders concerning discipline and to moralize parents. As the saying goes, "one hand cannot tie a bundle", this will provide a collective and unanimous effort to resolve this problem.*

School Rules and Regulations

-What are the internal rules and regulations that you have put in place to combat this problem of delinquency?

- *The rules include that of the respect of dressing code, the abolition of corporal punishment, refusal of gadgets to school, the preservation of school property.*

significantly aligns with problem of the presence of indiscipline in schools.

- The consequences of this problem have installed high rates of insecurity in the school milieu for both learners and staff. The killing of the mathematics teacher in Lycee Nkolbisson is a clear justification. The high social crime wave is a direct consequent of this problem.

- These respondents recommend joint powerful action by the educational community, and a significant step up of the working conditions of teachers and administrative staff.

-This study observed from the responses on school rules and regulations that relevant laws exist in these schools, but implementation is weak. - Do you always have the external rules and regulations from the Ministry of secondary education annually that

serve as a guideline for the revision of the internal rules and regulations?

practical solution measures to fight this problem.

- Is it easy to apply these rules and regulations?
I will not tell you yes or no. It's a complex situation. For example, it is very difficult for me to control my anger when slapped by a student.

Preventive Measures as a Discipline Management Strategy

- What preventive measures have you put in place to curb this problem of students' delinquency?

Our preventive measures include the following. Constant checking of bags at the gate, the installation of cameras and the use of metal dictators, teach students moral education and always remind teachers to control their egos and impulses when embarrassed by delinquent students.

- What is your relationship with CSESU? (Police security in charge of schools and universities) and other educational stake holders like parents?

We have a very cordial relationship as they always respond when called because of a delinquent case. But some parents do not even show up when they are called in school.

-If such preventive measures have been effected, and yet we still experience high rate of violence, then there is need for revitalization.

-We also observed that parents are weak in a unanimous move to fight delinquency in school. This is a cry by school administrators and teachers. However, there is an urgent need for collaboration and joint action

- *As an administrator, I have never seen one.*

More to that, ministerial discipline mechanisms are apparently absent. This explains the existence of high rate of violence in the school milieu. However, there is an urgent need for

School Monitoring

- Can you throw more light on the strategies you have put in place to monitor students as a Discipline Management Strategy?

Management Strategy to punish recalcitrant students?

- *Well, we monitor them through the establishment of daily behavior report cards and school referrals, weekly meetings with delinquent students, proximity to students, and prompt correction of exercise books and home work.*

- *Our sanctions range from warning of conduct, confiscation of unwanted material, cleaning, suspension and even dismissal.*

Looking at the response from monitoring, we find it very weak as mere report card and bookmarking strategies are too weak. However, more serious measures are required.

If all this is done and students are still stubborn, then more measures have to be taken. The option of dismissal may increase crime wave in the society.

School Sanctions.

- What sanctions do you implement as a Discipline

Source: Field statistics.

4.2.2. Interview of CSESU

This interviewee is the Police security in charge of schools and universities, a holder of Master degree; he has served as a security officer for 25 years, and a male.

Topic/ Question	Response	Analysis
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Forms of Indiscipline and Delinquency

- What are the forms of indiscipline and delinquency that take place in school institutions?

- According to your opinion, what are the causes of delinquency?

-What do you think are the *general crime wave, and a blique* consequences and impact of *future for the country.* indiscipline?

- Unlike previous speakers, the security officers are aware of the nature of crimes committed by these learners in and out of school because they follow- up delinquent students even out of school
- *Students break bounce, fight using dangerous weapons, consume cigarette and marijuana, carry out aggression, consume drugs like tramol, chicha, socodie, cannabis and organize chateil.*
- *Delinquency is mostly as a result of drug consumption, poor school discipline, negative peer influence, over protective and laxed parents amongst others.*
- *They include lies telling, team and individual fighting, aggression, theft, school failure and school drop- out, poverty,*
- *How do you operate to solve delinquency problems at Mfoundi? - will suggest that the disciplinary budget of schools should be increased, the school call CSESU immediately an incident occurs, search students bags sporadically, monitor signs of drug dealers in schools, monitor gatemen sector masters constantly, parents should always charge their children's" bags at home. Schools should organize kermes during youth week with caution, principals should call police to come and supervise because most*
- They linked school indiscipline to poor school discipline measures, and relaxed parental follow-up. However, nowadays, most parents have abandoned child follow-up and to teachers. This makes it difficult for teachers to foster and implement what has not been implanted, hence, students' resistance to teachers.
- If there is a general crime wave in the society, this will bring about general unrest, a quest for an increase in security needs that will increase the budget of the country. It will equally portray a poor image of the country and create under development.
- What suggestions can you give educational stakeholders on this pending problem?

girls are raped there, and make equally have a synergy with parents of sure it closes by 5 pm. Parents delinquent students. We also visit should know that kermes finishes schools and homes immediately called around five 5m because most by the school or parents. We detain students leave from there and go to students who commit aggravated night clubs.

crimes and compel students to pay destroyed properties at market price.

-We mostly visit schools at the beginning of the academic year to sensitize students against the rampant consumption of drugs in school institutions, symptoms of drug dealers and consumers. We

-this interviewee thinks that increasing funds for fighting school violence is a key solution measure.

-moreover, systematic searching of school bags is a major recommendation. However, we have just few discipline masters in a school, which makes the searching task practically impossible. This allows learners to enter the school milieu with sharp objects. This resulted to severe injury of teachers, and other to death.

All what has been said by this interviewee could bring about the eradication of all sorts of insecurity in schools if sincerely implemented. If they equally sensitize students in the school environment to be careful of drugs and drug dealers, yet there is no change, then the strategy of implementation should be reviewed, coupled with the fact that, in 2018 alone, they were contacted by 165 principals of Mfoundi division.

Source: Field statistics.

4.2.3. Interview of DIMAS

This interviewee is the vice principal of St. Benedict Catholic Bilingual College, Yaoundé holder of Master degree, has served as a teacher for 15 years, and an administrator for 5 years.

Topic/ Question	Response	Analysis
<u>Forms Of Indiscipline And Delinquency</u>		
- What are the forms of indiscipline and delinquency that take place in your institution?	- According to your opinion, what are the causes of delinquency?	-What do you think are the consequences of indiscipline?
		-What suggestions can you give educational stakeholders on this - Students bring phones and MP4 to school, gamble,

disrespect teachers, and violate the dressing code, wear slim trousers and some draw tattoo on their bodies

Playing of haphazard games, gossip, loitering, Gang-violence, and Fighting. The responses of all interviewees demonstrate the existence of high levels of delinquency amidst existing school rules and regulations. Thus, existing lapses and a need to enforce strategic discipline.

-Irresponsible parenthood, single parent-hood, peer pressure, media exposure, children who are abandoned to grandparents

Delinquency begins at home as some of them transport violent behavior copied from their parents, Poverty (Most parents neglect children in search of money), over protective.

- Some of the delinquent students look so frightful and unkempt due to drug consumption, some steal and gamble, they are manipulated by drug dealers. Some threaten and assault students, discipline Masters and teachers

- I would suggest that the school

-Varied forms and an advanced level of delinquency exist in these schools. For example, Bullying, Quarreling, and

pending problem?

- What is your relationship with CSESU? (Police security in should employ many more discipline masters and sector masters, students should not be sent out of class when they default, the school should provide watches with cameras to students' spies, pedagogic punishment and not corporal punishment should be encouraged e g writing of apology letters, detained in school to do undone assignment etc.
- creation of student police and the installation of purveyance camera.
- Very cordial but for the fact that some parents and not co-operative

School Rules and Regulations

-What are the internal rules and regulations that you have put in place to combat this problem of delinquency?

- Our internal rules include the following. Students should always keep their classes clean, students should not exhibit any fantasy on their uniforms, should not color their nails and should not wear slim trousers and short skirts.

- Do you always have the external rules and regulations from the Ministry of secondary education annually that serves as a guideline for the revision of the internal rules and regulations?

- I have never seen one before and do not think the department for students' life has it.

- Is it easy to apply these rules and regulations?

- Some of them are very difficult to apply especially with the banning of corporal punishment from schools.

Preventive Measures as a Discipline Management Strategy

- What preventive measures have you put in place to curb this problem of students' delinquency?

- We always invite the peace keeping and leadership clubs to school to always talk to the students, search students' bags at the gate, stop students from bringing much money to school, invite CSESU to sensitize them,

-The responses of these interviewees demonstrate the existence of high levels of delinquency amidst existing school rules and regulations, thus existing lapses, and a need to redress them.

This can be true given the fact that even a student who brings very grown hair to school refuses to shave, refuses to go home when instructed.

- These are measures indicated by various school authorities, but that they lack the financial and material means

to make it a reality. The recent rise in school violence is an

and come to support their children CSESU, but lack of frank cooperation, driven by

Source: Field statistics.

4.2.4. Interview of PRIPRIN

He is the vice principal of Franky comprehensive Secondary school, a Master's degree holder, has served as a teacher for 18years, and a vice principal for 6 years, and a male.

	Response	Analysis
Topic/ Question		
indication that more efforts are required to fight this dilemma.	<i>when they commit crimes.</i>	objective actions remains a key issue.
-Unlike previous interviewees, there exist cordial relations with		
charge of schools and universities) and other educational stake holders like parents?	- <i>We mark students' books on weekly bases, compel all teachers to take role call during their periods, sporadic checks in class rooms, tore around hidden places of the campus amongst many others.</i>	
<u>School Monitoring</u>		
- Can you throw more light on the strategies you have put in place to monitor students as a Discipline Management Strategy?	- <i>We give delinquent students special counseling time table, wear boards on their necks as a sign of delinquency so that they carry it about everywhere they go in the campus, destroy their phone on instant seizure, tell them to fetch water, sweep, mob the floor. We do not give them punishment which inflicts pain on them.</i>	- Consequential sanctions have been envisage, but the context does not permit implementation.
<u>School Sanctions.</u>		
- What sanctions do you implement as a Discipline Management Strategy to punish recalcitrant students?	- <i>What sanctions do you implement as a Discipline Management Strategy to punish recalcitrant students?</i>	
<u>Forms of Indiscipline and Delinquency</u>		
- What are the forms of indiscipline and delinquency that take place in your institution?	- According to your opinion, what are the causes of delinquency?	- <i>Forms of delinquency here range from bullying, fighting, quarreling, playing of haphazard games in class, gossip, loitering, and gang violence amongst others, senior students go to junior</i>

classes and seize bags and money.

- *I think that delinquency is as a result of drug addiction as proven in disciplinary councils, the students are an image of Cameroon society.*

- Do you always have the external rules and regulations from the Ministry of secondary education annually that serves as a guideline for the revision of the internal rules and regulations?

- Is it easy to apply these rules and regulations?

- *Not quite easy since most of the students are recalcitrant and stubborn especially those that do not leave with both parents and those that come from broken homes.*

Just like previous interviewees, PREPIN revealed that they face same indiscipline situations in school. To this respondent, the root cause is drug abuse.

-What do you think are the consequences of indiscipline?

- *Consequences include fighting and wounding one another, drug abuse (delinquent students consume drugs like tramol, chicha, cannabis, socodie). They equally play haphazard games. Some design their eye brows and funny colored shoe laces. It equally leads to school drop out.*

-What suggestions can you give educational stakeholders on this pending problem?

- *I would suggest that Principals and parents should collaborate with police when drugs are concerned, moral development courses should be multiplied, and schools should be completely fenced.*

-this strongly leads to high level social crimes.

- Consequential sanctions have been envisaged, but the context does not permit implementation.

-more importantly is to mention the fact that most of these students challenge teachers because they are parented by influential personalities. It follows that most teachers are tortured by parents when they attempt to correct indiscipline learners.

School Rules and Regulations

-What are the internal rules and regulations that you have put in place to combat this problem of delinquency?

- *All students should come to school early, neatly dressed and should not bring gadgets to school. We equally recommend that they respect one another and their teachers.*

- *Hmmmm!!!, I have never seen one with my eyes.*

These rules and regulations are well established but their implementation is very challenging given the fact that students today have no respect for their teachers

This calls for the policies of discipline to be established and distributed to various schools to facilitate its implementation

Ministerial discipline measures are strongly limited to staff. Whereas they are required to support the school administration in this context of rising violence.

Preventive Measures as a Discipline Management Strategy

- What preventive measures have you put in place to curb this problem of students' delinquency?

- *Counseling and sensitization of students, checking of students' bags, sensitize parents to follow up their children at home*

do manual activities as punishment e g we tell them to bring compose manure and to plant flowers. Some are suspended and even dismissed. At times, we wipe.

- What is your relationship with CSESU? (Police security in charge of schools and universities) and other educational stake holders like parents?

- *It's a cordial one, not withstanding, some of the parents are just like their children.*

-there is urgent need for more professional school counselors and psychologists as the efforts made so far have been undermined, therefore seemingly insufficient.

School Monitoring

- Can you throw more light on the strategies you have put in place to monitor students as a Discipline Management Strategy?

- *We make sure that they are always seated in class in the presence or absence of the teacher, we always remind them of the implementation of the school rules and regulations and go closer to difficult students.*

Behavior can be improved by enhancing security through the installation of surveillance cameras and the employment of more security guards.

School Sanctions.

- What sanctions do you implement as a Discipline Management Strategy to punish recalcitrant students?

- *In case of poor performance, we evaluate them with fail; stubborn ones are sent to disciplinary council. Some equally*

-Despite these sanctions, these learners are still highly involved in indiscipline situations. This means there is need to rethink existing strategies.

Source: Field statistics.

4.3. Verification of Hypotheses

The hypotheses of this study will be verified with inferential statistics in which the spearman ranked correlations shall be used.

4.3.1 Verification of Hypotheses n°1(HR1).

HR1: There is a relationship between School rules and regulations and Students' delinquency

Ha: there is a correlation between School rules and regulations and Students' delinquency

H0: there is a no correlation between School rules and regulations and Students' delinquency.

4.3.1.1 Correlations

Table 10: Correlations between School rules and regulations and Students' delinquency

			School rules and regulations	Students' delinquency
Spearman's rho	School rules and regulations	Correlation Coefficient	1,000	,597**
		Sig. (2-tailed)	.	,000
		N	305	305
	Students' delinquency	Correlation Coefficient	,597**	.
		Sig. (2-tailed)	,000	305
		N	305	

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

The correlation table above the spearman's correlation value $r = 0,597$, indicates a high correlation between School rules and regulations and Students' delinquency. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0,597$, $P = 0,000 \leq 0,05$. The correlation falls within the range of a strong correlation since its high and moves towards 1. This permits us to confirm H_a , and rejects H_0 . Thus, at an error margin of 5%, H_{R1} is confirmed. Therefore, delinquent behaviors observed among students are statistically related to weaknesses in school rules and regulations. However, this is a clear indication that these rules require more rigor.

4.3.2 Verification of Hypotheses n°2 (HR2)

HR2: School preventive measures have an influence on Students' delinquency in Yaoundé III & VI subdivisions.

H_a : there is a correlation between School preventive measures and Students' delinquency in Yaoundé III & VI subdivisions.

H0: there is a no correlation between School preventive measures and Students' delinquency in Yaoundé III & VI subdivisions.

4.3.2.1 Correlation

Table 11: Correlations between School preventive measures and Students' delinquency

			School preventive measures	Students' delinquency
Spearman's rho	School preventive measures	Correlation Coefficient	1,000	,625**
		Sig. (2-tailed)	.	,000
		N	305	305
	Students' delinquency	Correlation Coefficient	,625**	.
		Sig. (2-tailed)	,000	
		N	305	305

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

The correlation table above the spearman's correlation value $r = 0,625$, indicates a high correlation between School preventive measures and Students' delinquency in Yaoundé III and VI. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0,625$, $P = 0,000 \leq 0,05$. The correlation falls within the range of a strong correlation since its high and moves towards 1. This permits us to confirm H_a , and rejects H_0 . Thus, at an error margin of 5%, H_{R2} is confirmed. Therefore, delinquent behaviors observed among students can be explained by weak school preventive mechanisms. However, this is a clear indication that these measures need to be reviewed.

4.3.3 Verification of Hypotheses n°3 (HR3)

HR3: School monitoring has an impact on Students' delinquency in Yaoundé III & VI subdivisions.

H_a : There is a correlation between School monitoring and Students' delinquency in Yaoundé III and VI

H0: There is no correlation between School monitoring and Students' delinquency in Yaoundé III & VI.

4.3.3.1 Correlations

Table 12: Correlations Between School Monitoring and Students' Delinquency

			School monitoring	Students' delinquency
Spearman's rho	School monitoring	Correlation Coefficient	1,000	,097
		Sig. (2-tailed)	.	,090
		N	305	305
	Students' delinquency	Correlation Coefficient	,097	.
		Sig. (2-tailed)	,090	
		N	305	305

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

The correlation table above, the spearman's correlation value $r = ,097$, indicates the absence of a correlation between School monitoring and Students' delinquency in Yaoundé III and VI. This is equally based on the fact that the level of significance is 0.090 which largely greater than 0.05, (alpha) which is the standard error margin: $r = 0,097$, $P = 0,090 > 0,05$. The correlation zero, indicates no correlation between the two variables. This permits us to reject H_a , and confirm H_o . Thus, at an error margin of 5%, H_{R3} is rejected. Therefore, delinquent behaviors observed among students cannot be explained by school monitoring mechanisms. However, some respondents still recommend enforcement in monitoring.

4.3.4 Verification of Hypotheses n°4 (HR4)

HR4: School sanctions have an influence on Students' delinquency in Yaoundé III & VI subdivisions.

Ha: There is a correlation between School sanctions and Students' delinquency in Yaoundé III and VI sub- divisions

H0: There is a no correlation between School sanctions and Students' delinquency in Yaoundé III and VI sub- divisions

4.3.4.1 Correlations

Table 13: Correlation Between School Sanctions and Students' Delinquency

			School sanctions	Students' delinquency
School sanctions	Correlation Coefficient		1,000	,631**
	Sig. (2-tailed)		.	,000
	N		305	305 1,000
Spearman's rho	Correlation Coefficient		,631**	.
	Sig. (2-tailed)		,000	
	N		305	305

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

The correlation table above the spearman's correlation value $r = 0,631$, indicates a high correlation between School sanctions and Students' delinquency in Yaoundé III & VI. This is equally based on the fact that the level of significance is 0.000 which largely less than 0.05, (alpha) which is the standard error margin: $r = 0,631$, $P = 0,000 \leq 0.05$. The correlation falls within the range of a strong correlation since its high and moves towards 1. This permits us to confirm H_a , and reject H_0 . Thus, at an error margin of 5%, H_{R4} is confirmed. Therefore, delinquent behaviors observed among students can be explained by School sanctions mechanisms.

4.3.5 Recapitulation of Results

Table 14: Recapitulation table for the verification of hypotheses

Hypotheses	Alpha	Degree significance	of Correlation coefficient	Decision
RH₁	0.05	0.00	,597**	H _a retained and H _o rejected
RH₂			,625**	H _a retained and H _o rejected
RH₃			, 097	H _a rejected and H _o retained
RH₄			,631**	H _a retained and H _o rejected

Source: Field statistics

Looking at the analysis, we realized that 3 of the four research hypotheses have been retained (RH 1, 2, 4, while the 3rd has been rejected. However, this means that the study is valid since a majority of the research hypotheses have been confirmed. This indicates that the problem of student delinquency in Yaoundé III & VI is preoccupying, and however requires urgent interventions.

CHAPTER 5

INTERPRETATION OF RESULTS AND DISCUSSION OF MAJOR FINDINGS, SUGGESTIONS AND GENERAL CONCLUSION

This chapter is based on the interpretation and discussion of results of major findings with reference to the hypothesis of the study, theories and literature. From these interpretations and discussion of findings, the researcher shall make some suggestions to stakeholders of the educational landscape of Mfoundi division and beyond, on how to tackle the problem of students' delinquency, or better still, how to manage delinquency, amongst students at Mfoundi division, maintain and cultivate in them a spirit of discipline. However, a general conclusion will be made based on these findings, while some suggestions for further reading will also be made.

5.1. Discussion of Results for Major Findings

The discussion of findings will be based on the hypotheses stated above. These discussions are as follows.

5.1.1. Findings Related to Research Hypothesis 1

(RH1: H1) - School rules and regulations have an impact on students' delinquency in some secondary schools at Mfoundi division

(RH1: H0) - School rules and regulations have no impact on students' delinquency in some secondary schools in Mfoundi division.

This hypothesis was formulated in response to the first research question which sought to find out if the worrying delinquency situation observed in secondary schools could be explained by the poor formulation and implementation of school rules and regulations. In this light, data was collected with the use of a closed ended five modalities Likert scale questionnaire and a guided semi- structured interview.

The quantitative data was treated and analyzed with the use of SPSS. 20 and the hypotheses were tested using the spearman rank correlation. Statistically, the correlation coefficient or index was $r = 0.597$. This value is positive, moderate and moves towards 1, and thus reveals an average relationship between school rules and regulations and students' delinquency. This is equally confirmed by the high level of significance $p = 0.000 \leq 0.05$.

This indicates that the way school rules and regulations are being implemented in schools at Mfoundi division, predicts students' delinquency. This permits us to reject (H_0) and accept (H_a) which indicates that there is a relationship between school rules and regulations and students' delinquency.

In relation to the above, information collected via interviews was treated with the use of content analysis. This information corroborates with the fact that relevant rules do exist in these schools but the implementation is weak, and thus falls short of providing them with a conducive learning environment. It equally reveals the fact that, ministerial disciplinary mechanisms are apparently absent. This explains the existence of divergent disciplinary measures and high rate of violence in the school milieu.

In addition, these results equally fall in line with field statistics as seen on the frequency table. It shows respondents' knowledge on the various rules and regulations by their institutions on discipline. Their effect in enhancing discipline reveals that 4.9% of the sample strongly agreed that rules and regulations do exist and dressing code being one of them is respected. This adds to 05.9% who also supported this statement. 9.5% claim not to know if the dressing code is respected or not, but 52.1% of the respondents said the students do not respect the dressing code. This adds to 27.2% who strongly disagree to this notion? This is an indication that indiscipline in these schools is perpetrated through the non-respect of dressing code as it is equally portrayed by a high mean of 3.914 and a small standard deviation of 1.022.

With respect to rules and regulations, DIMAS was asked the internal rules and regulations he has put in place to combat this problem of delinquency. This is his response.

Our internal rules include the following. Students should always keep their classes clean and should not exhibit any fantasy on their uniforms. They shouldn't color their nails and should not wear slim trousers and short skirts. They should not return home before closing time and they shouldn't scale the fence. They should keep their hairs low and should not bring electronic gadgets in school. As a matter of fact, students still go against these RRs.

The response of this interviewee demonstrates the existence of high level of delinquency amidst existing school rules and regulations thus, existing lapses and a need to enforce them.

Concerning the bringing of gadgets to school, 56.1% agreed that some students bring gadgets like phones and MP3 to school while 27.2 % support the fact. 3.9% of the respondents refused that gadgets are not brought in school while 2.6% strongly disagreed.

This is confirmed by a small mean of 1.698 and a minimal standard deviation of 0.983. The result shows that delinquent students bring gadgets to school and when they are ceased, they

become so violent and provoke some teachers to dish out corporal punishment, yet, conscious and assertive teachers will not go to that extent.

However, 35.4% strongly agreed to the fact that corporal punishment is not more practiced in schools and they were supported by 21% who simply agreed. 29.5% of the respondents claimed they knew nothing about corporal punishment, 4.9% disagreed and 9.2 % strongly disagreed to this view. This is equally confirmed by a high mean of 2.314 and a small standard deviation of 1.256. This is an indication that corporal punishment predicts students' delinquency.

Field statistics on respondents' opinion if some students steal and equally organize fighting in schools, reveals that this is practiced in schools. This is evident when 45.6% strongly agreed to this view and were supported by 37.7% who simply agreed. 7.2% of the respondents were neutral to this fact. 5.6 % disagreed to this opinion while 3.9 strongly disagreed. The above statistics reveal that corporal punishment is still a problem in Cameroon as some teachers still violate guidelines by inflicting pain on children as punishment (Cameroon tribune of 22nd September 2015, by Christopher Jator). This is in line with article 35 of the Cameroon National Educational Guidelines No 98/004, 1998 which states as follows.

Corporal punishment is unlawful in schools; the physical and moral integrity of students is guaranteed in the educational system. Therefore, corporal punishment and all other forms of violence, discrimination of all kinds, the sale, distribution and consumption of alcoholic beverages, tobacco and drugs are prohibited

Therefore, the continual application of corporal punishment on boys and girls in guise of discipline shows that, many schools choose to teach the violation of rules and mistrust of administration.

When asked if the principal is used to involving students in the formulation of school rules and regulations related to students' welfare, statistically, 2.3% strongly agreed and they were supported by 9.8%, while 28.5 % were neutral. The fact that 35.7% disagreed and 23 .6% strongly disagreed indicates that students show resentment when rules and regulations concerning school life are taken without their concern and probably a cause for delinquency. This is affirmed by a large mean of 3.685 and a small standard deviation of 1.012. This view is supported by Fielding, (2002) when he maintains that, effective involvement of students in decision making concerning school life will give students a sense of ownership there by compelling them to adhere to school rules. That is why, this researcher advocates that, students

and their parents should be compelled to take an engagement concerning the bringing of phones in school since this is the most reason why students become very aggressive and fight their teachers. This is evident in the case which took place in Franky secondary school during first term 2019 academic year, in which a student blocked his DM from returning home and the following day, he fought with two of them.

In another note when an interviewee was posed the question if school rules and regulations are well formulated? This is his response. *“School rules and regulations strategies have very promising orientation in uplifting the morals and behavior of Cameroon students and youths to higher heights but no major changes have been registered as seen in the level of moral decadent of students”*. This is proof of the fact that, the internal RRs are well established but have lapses at the level of implementation, therefore a predictor of delinquency.

Again, during the interview, PUPRIN was asked if he usually have the external rules and regulations from the Ministry of secondary education annually that serves as a guideline for the revision of the internal rules and regulations. This is what he had to say.

Hahaha! My dear sister, **Ministerial** disciplinary measures are strongly limited to staff, whereas they are required to support the school administration in this context of rising violence. If you come across one, I will like to have it. I do not know if it exists because I have gone to the ministry severally, but has never had one. Even at the inspectorate of school life, it doesn't exist. It is horrible!

When respondents were asked if teachers identify, reframe and redirect students' skills positively instead of imposing on them, 69.2% strongly agreed and they were supported by 23.3% as well who simply agreed. 2.6 of them were neutral, 2% strongly disagreed while 3% simply disagreed. This means that, this aspect is not a predictor of delinquency, notwithstanding, more needs to be done in this domain to motivate the students more. This is an important school rule which will enable students to be self-motivated to complete their goals instead of being delinquent. This considers autonomy to bring about discipline which reduces class disruption, (Deci and Ryan, 2008). They corroborate with Vansteenkiste's view in his article which underscores the need for self-motivation by students so as to obtain positive outcomes on behavior to increase school success. In this case, this study estimates that, the government should make relevant and adapted decisions on career orientation and acquisition of skills.

Abubaakar, (2000) in Ngwokabuenui, (2015), support this view when they assert that discipline is the ability to do what one ought to do without external control hence discipline is internally motivated within an individual and depends on his state of mind. On the contrary,

Aguba, (2009) while emphasizing Douglas McGregor's theory x maintained that, discipline is externally induced in individuals who do not succumb to established rules and regulations out of personal volition but out of punishment or sanctions. Abenyega, (2006) in Ngwokabuenui, 2015 retains that descent discipline is one of the key attributes of effective schools and most schools which experience deviant students' behavior have been blamed on lack of effective implementation of school rules and regulations for discipline to reign. Moreover, the findings also mean that, some students become delinquent because they need reinforcement as a measure of motivation. In the same vein, Maureen Ebanga Tanyi, (2016) explained the positive reinforcement theory by Skinner and uphold that, reinforcement changes behavior. This author thinks that, if a student works well with some enthusiasm, the teacher should give him a reward to increase his motivation. For example, if the teacher praises a student for entering the class on time, it will have a positive effect on all the students. Even though this is not a high predictor for delinquency, more emphasis should be laid on this aspect.

Statistics in relation to the preservation of school property shows that students do not preserve school property jealously as 44.3% of respondents disagreed. This adds to 16.1% who strongly disagreed as well. Yet some respondents still think otherwise as 19.5% remained neutral, 12% simply agreed, while 8.2% strongly agreed. This is confirmed by a large mean (3.478) and a small standard deviation (1.144). Empirically, it is noticed that most students of Mfoundi scale the fence, some burst holes on the fence and some destroy the gate in attempt to push the gate and its guard and return home before time. This is a strong predictor of delinquency on campus.

5.1.2. Findings Related to Research Hypothesis 2

(RH2: H1) - School preventive measures have an influence on students' delinquency in some secondary schools at Mfoundi division.

(RH2: H0) –School preventive measures have no influence on students' delinquency in some secondary schools at Mfoundi division.

This hypothesis was formulated in respond to the second research question which sought to investigate if the disturbing situation of students' delinquency observed in schools at Mfoundi division is as a result of inadequate and limited implementation of disciplinary preventive measures on students during their stay in school. In this light, data was collected with the use of a closed ended five modalities Likert scale questionnaire and a guided interview.

The quantitative data was treated and analyzed with the use of SPSS. 20 and the hypothesis was tested using the spear man ranked correlation. Statistically, the correlation coefficient or index was, $r = 0.625$. This value is positive, high and moves towards 1 and thus reveals a strong relationship between school preventive measures and students' delinquency. This is equally confirmed by the high level of significance $P = 0.000 \leq 0.05$, indicating that preventive measures in schools at Mfoundi division highly predicts students' delinquency. This is a clear indication that the lapses observed on students' behavior is linked to poor implementation of preventive measures in schools.

Also, information collected through interviews or qualitative data showed that, there is constant checking of bags at the gate and that in some of the schools, there is the installation of cameras and the use of metal dictators. The response equally indicates that, students are taught moral education and teachers are always reminded to control their egos and impulses when embarrassed by delinquent students. However, if such preventive measures have been effected, yet we still experience high rate of violence, then there is need for revitalization. This is because, even when the checks are done at the gate, students still devise strategies to enter with telephones in schools and other gadgets. For example, a female student was caught in LBA who brings in her telephone in school, use it to snap with her friends. Download pornographic films and watch with her friends. She puts it into practice by undressing in class (Stay only with breast wear and pant) to make fashion parade. Some of them carve the inside part of their old ledgers to create a space for their phones. Even after searching these bags, it is difficult to see the phone inside, it is difficult to discover tramadol that a girl has plated inside her hair or fits it inside the belt on her waist. Therefore, even with the afore mentioned preventive measures, more has to be done to that effect.

Looking at field statistics on the checking of bags and attires before students enter the school as on the table above, we observed that a large portion of the sample 43.9% disagreed, this adds to 28.9% who strongly disagreed that bags are not checked. This figure is confirmed by a high mean of 3,852, and a small standard deviation of 1,055 thus denying the search of students' bags at the entrance of the school. This explains the possible existence of preventive measures towards delinquent behavior on campus but inadequate. Yet, an insignificant percentage of 3.9% and 8.5% strongly agreed and simply agreed respectively, while up to 14.8% remained undecided. One of the resolutions of 1995 educational forum and the PRSP (2003), NYASP (2008) are formal educational policy reforms with main orientation towards DMS to address school violence in Cameroon. This, including other preventive measures

unfortunately is not properly applied since delinquency is still prevalent. This is supported by Sa'ah Francis Guimatsia (May 2017), in the Cameroon educational system and emergence when he says that Cameroon today needs a renovated school system in which dedicated and motivated teachers and well-behaved students play a central role for emergence 2035. However, this is not the case in Mfoundi schools as most of the students lack parental control and self-discipline; no matter the amount of bag search, delinquency prevails. Atayo (nd) says the home is the building block to teach the value of discipline.

We observed that a large portion of the sample 49.2% strongly disagreed that their principal has installed cameras and metal detectors in school, this adds to 33.4% who disagreed. This figure is confirmed by a high mean of 4,209, and a small standard deviation of 1.055 thus denying the installation of cameras and metal detectors in school. This explains the possible existence of delinquent behaviors on campus since learners are conscious, they can do anything and get away with. Yet, an insignificant percentage of 2.6 % and 6.5% strongly agreed and agreed respectively, while a small portion of 9.2% remained undecided. Empirically, the host school of the intern did not have cameras and metal dictators so the search of bags at the gate was manually and not quite effective.

When we look at field statistics, we observed that the largest sample of 43% of the respondents strongly disagreed that the school invites the police on aggravated indiscipline incidences, this adds to 16.4% who disagreed as well. This is confirmed by a large mean (3,544), with a small standard deviation (1,047). This is a strong predictor of aggravated violence and crime wave on campus. Yet, some respondents still think otherwise as 23.9 % remained neutral, 12.1% simply agreed, while 4.6% strongly agreed. This confirms the high rate of delinquency in school and justified by the fact that, the school mostly invites them at the beginning of the school year to come and sensitize students in relation to drug abuse and its consequences, reasons why students should shun from the consumption of drugs, and how to identify students who consume drugs. They equally sensitize the DM on their different marks and signs thus; Most of them design their eye brows with one or two lines, some of them wear slim twined rope on their leg or hand, some of them use opposite colored shoe lace on their shoe or tie on their waste while it drops. The green lace implies that there are sufficient supplies of drugs available; the blue means supply is limited but I am going to bring more, and the red means there is nothing left. During the term, the school invites them to come and arrest delinquent students with criminal cases which cannot be handled by disciplinary measures, but not often, especially the private schools.

We equally observed that a large portion of the sample 53.4% simply agreed that the school carries out a lot of moral education and counseling of students, this adds to 32.8% who strongly agreed. This figure is confirmed by a high mean of 2.00 and a small standard deviation of 0.890. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Yet, an insignificant percentage of 3.3% and 3.0% disagreed and strongly disagreed respectively, while a small portion of 7.5% remained undecided

We equally noticed that a large portion of the sample 51.8% strongly agreed that their principal encourages positive punishment but not coercive and corporal punishment, this adds to 39.3% who simply agreed. This figure is confirmed by a high mean of 2.00, and a small standard deviation of 0.844. This does not explain the absence of delinquency in school, but rather indicates some preventive measures; notwithstanding, some teachers still go for corporal punishment. Yet, an insignificant percentage of 2.6% and 2.0% strongly disagreed and agreed respectively, while a small portion of 4.3% remained undecided.

When asked if their principal does peer counseling and modeling, we observed that a large portion of the sample 36.1% remained undecided on the fact. This figure is confirmed by a high mean of 2,714, and a small standard deviation of 1,073. This does not explain the absence of delinquency in school, but rather indicates some preventive measures. Also, 21.6% and 3.0% strongly disagreed and agreed respectively, while a small portion of 16.7% and 22.6% strongly agreed and agreed respectively. It was noticed in some of the schools that peer modeling was done, through the formation of student cooperatives and leadership clubs. This is not sufficient as a deterrent to delinquency given the fact that these schools need psychologist specialists and more school counselors who can follow up aggravated cases.

Concerning the organization of patrol around hidden places of the school campus, we observed that the largest sample of 41% of the respondents strongly agreed that the school administration organizes patrol around the toilets and corridors of the school establishment to monitor delinquent students. This adds to 32.8% who agreed as well. This is confirmed by a large mean (2.042), with a small standard deviation (1,167). This is a strong predictor of delinquency. Yet, some respondents still think otherwise as 13.1% remained neutral, 7.2% disagreed, while 5.9% strongly disagreed. Even with the patrol done in school as seen on the table above, Fighting is still rampant in school, rampant loitering around the gate to go out for an appointment to collect drugs, around the toilet to consume, buy or sell drugs, loiter around the corridor to seize bags or disturb their friends who are in class, around the dinning shed to buy food when it is not break time. Even when patrol is organized round the schools, it becomes difficult to eradicate delinquency given the fact that, some of the people who are supposed to bring order in school like the school

guards, sector DM (Corridor masters) are being bribed by drug dealers to enter and supply the drugs in schools as is the case with CETIC de Ngoa-Ekelle, GBHS Mendong. This makes patrol senseless; some students still aggress their mates to seize their money or bags, an indication of the fact that, its implementation is not effective.

In relation to teachers being able to control their egos and impulses in class, statistics show that, (47.9%) and (17%) of the respondents strongly agreed and agreed respectively, (26.2%) were neutral of this statement whereas 18(5.9%) and 9(3%) disagreed and strongly disagreed respectively. This therefore implies teachers are not responsible for the misconduct of students, but notwithstanding there are a few teachers who think that coercive discipline can solve delinquency issues; this is one of the reasons for student' delinquency.

Amongst those who were interviewed concerning the relationship between the school and other educational stakeholders like parents and CSESU, DIMAS had this to say; *“Our relationship is very cordial but for the fact that, some parents are not cooperative, either they would not come when they are invited or they come and support their children”* This is supported by this field observation where in, a St Benoit parent said; *“You are biased against my son, how can you say that he is always absent for classes and most often, he comes late to school? You are a liar! I personally drop my son here every morning maximum, 6:45 when going to work”*. Little can he believe that when he drops the child and goes, the child leaves. Most often, he is caught scenting cigarettes when coming late. Another one of LBA said, *“When you say my son is always loitering outside, I cannot accept because I check his books every day and he is always up to date”*. We start wondering the instrument he uses to know that the son is up to date? In addition, he forgets that there is possibility that the child can still loiter and have notes through collaborating with his friends. This makes discipline very difficult and helps to increases the rate of delinquency in schools. Still on this, PRIPRIN said, some of the parents are just like their children, Hmmme! You will not expect a deer to deliver a lion. Empirically, we noticed that most children who come from violent stricken homes are aggressive, less to talk of the ones who come from single parent homes and those who are leaving with grandparents. This makes preventive measure not to be effective in solving delinquency crises since the role of the parents nowadays on their children is minimal, hence a high predictor of delinquency.

5.1.3. Finding Related to Research Hypothesis Three

(RH3: H1) - School Monitoring affects students' delinquency in some secondary schools at Mfoundi division Yaounde

(RH3: H0) -School Monitoring does not affect students' delinquency in some secondary schools at Mfoundi division-Yaounde

This hypothesis was formulated in relation to the third research question which sought to investigate the extent to which school monitoring affects student delinquency in Mfoundi division. In this light, data was collected with the use of a closed ended five modalities Likert scale questionnaire and a semi structured interview. The quantitative data was treated, analyzed with the use of SPSS. 20 and the hypotheses were tested using spearman ranked correlation. Statistically, the correlation coefficient or index was $r = 0.097$. This value is positive, low and moves towards zero, and thus reveals a weak relationship between school monitoring and students' delinquency. Based on the analyses of data, we obtained a level of significance of 0.000 at alpha 0.05. ($P = 0.000 \geq 0.05$). This allows us to conclude that, monitoring of students is not a major problem in secondary schools at Mfoundi division and does not influence students tremendously and is not a major determinant of students' delinquency. Notwithstanding, this aspect needs to be improved upon since some modalities of monitoring portray deficiency, reason why even when students are monitored, some of them are still found outside loitering around. With the error margin of 0.097 which is less than 0.05, we confirm H0 which indicate that there is no relationship between DMS and students' delinquency and ultimately reject HA which is the affirmative.

Also, information collected through interviews or qualitative data was treated with the use of a content analysis table and the responses from the interviewees indicate that school monitoring is not a major problem in the secondary schools of Mfoundi division. However, more serious measures are required given that the modalities of monitoring like book marking strategies and school referrals are not adequate in terms of curbing delinquency.

When asked if the school establishes personal time table for their students, statistically we observed that 43.6% of the respondents agreed to this but if the time tables are not followed absolutely, the outcome will be negative. This adds to 13.1% who agreed as well. This is confirmed by a large mean of 2.360 with a small standard deviation of 1.437 indicating that the schools monitor the students through the establishment of personal time tables, and all things being equal, delinquency is put under control. Yet, some respondents still think otherwise as 18.4% remained neutral. Those who disagreed to this statement were just 13.4%, and 11.5% strongly supported them. This still requires more efforts in home monitoring given the fact that school monitoring cannot be effective based on the establishment of school time table alone; establishing is one thing and following the time table is another. Even if the children follow the

established time tables, it is not a guarantee of good behavior. This is in corroboration with the work of Croninger and Lee, (2001) which reports as follows.

The degree to which parents, teachers, and care givers interact with learners and follow up their studies has a significant influence on students' performance and behavior. Most parents are actively involved with the education of their children by checking and monitoring their academic progress. It's rather unfortunate that some parents are still ignorant of the important role they can play in enhancing conduct and the level of their children's achievements.

Even though marking of exercise books and school referrals are not sufficient to subdue students' delinquency, recent empirical occurrences in the country have also proven that closed contact monitoring can be at times harmful to the educationists and even lead to life extinction. The following incident supports this point. On Saturday 16th November 2019 in GBHS Bafoussam rural, a student stabbed the discipline master (DM) of his school on the neck due to close monitoring; The incident goes thus; the students 'phone was seized the previous day and the discipline master came and caught him and his friend on Saturday haven burgled into his office. The said student and his friend came to school on this day, dug a hole on the back wall of the DM's office and entered, stole phones and other items. The DM who was in school unusually this Saturday, to fill his marks came and opened the office and surprised them in. Consequentially, he was stabbed on the neck.

More pathetic is this incident of Lycee Classique Nkolbisson -Yaounde on Tuesday January 14th 2019 as reported by CRTV where by a student of 4e Espagnole by name Bisse Ngosso Brice (15 years), stabbed to dead his Mathematics teacher (Njoni Tchakounte Maurice), an ECI. The problem between the student and the teacher started since in December 2019 during 1st term exams before Christmas vacation, when the student was playing music in class during exams on his phone and the teacher tried seizing. The student nursed plans to deal with the teacher then, and when schools resumed, he was heard making plans to that effect. But the teacher did not resume on the first week. Monday on week two, he was still making the plans as he brought a knife to stab the teacher and told a class mate (girl) who testified. Incidentally, the teacher came to class only on Tuesday. While Brice was making noise, he told Brice to stop or go out, but Brice continued even when he insisted. At this juncture, a fight erupted between them as Brice finally used a knife he had brought and stabbed the teacher to death.

In reaction to this fatal incident, a student by name "Adams Franc Adams" of Lycee de Tsinga – Yaounde said *"Il vont nous respecter les profs la, moi aussi, je vais poignader mon*

prof demain au Lycee de tsinga, il a pris mon casquette c'est comme ca a parti mdr mtn, on vas tous vous tuer" source social media and CRTV 3 o'clock news January 15th 2020.

In the same vain another student still commented. *"Le prof la a eu ce qu'il cherchait, comme ils aiment souvent mimba là. Ca servira de lecon aux autre enseignants qui se metent de ce qui ne regarde, en quoi téléphone troublait son cours ? Est-ce-que l'enfant ecoutait dela musique pour gener les autres ? Le prof aiment toujours entendre"*

As we can see, delinquency in schools is a product of bad mentality hence monitoring cannot be a panacea, it needs a psychological overhaul and a behavioral rescue to remedy this situation. This implies that teachers are really scape goats; in spite the death of a teacher due to school monitoring, some people are happy about the loss of life.

This notion equally corroborates with Glasser's Choice and reality theory which tries to explain both psychological and physiological behavior. He said that, a person chooses all of his or her behavior to satisfy a fixed number of inherited "needs" that all people have in common. The number of alleged needs identified by Glasser varied from two in 1965 to a current number of five basic needs: they are, Love and belonging, power, freedom to choose, fun and survival (Glasser, 1993). The author explained that these needs are built into one's generic structure, and from birth, one must devote all behavior attempting to satisfy them. Glasser further stated, *"Quality is anything we experience that is constantly satisfying to one or more of these basic needs"* Here we find that Bisse Ngosso Brice who killed the teacher wanted perhaps to adhere to the choice need by using his phone during exam to succeed while the teacher probably wanted to adhere to the power need as stipulated by Glasser, that he is the master of the class and has the power (authority) to stop Brice from using his phone in class as stipulated in the school RRs. The result of the freedom to choose and power need is what Cameroon has put in its record as the disadvantage of monitoring and price to pay as a teacher.

We equally observed that only 12.8% of the respondents strongly agreed that Correction of exercise books and home work are frequent, this adds to 15.7% who agreed as well. However, a larger portion of the respondents 32.5% remained neutral. This is confirmed by a large mean (3,072), with a small standard deviation (1,159). This means that school monitoring is effective, thus may not be linked to students' delinquency in schools of Mfoundi. Yet, 29.5% disagreed, and 9.5% strongly disagreed that books are not corrected. If books are not corrected to monitor and follow up students if they are doing what is required, they may be distracted and resort to committing atrocities when they are supposed to be working.

Looking at the item on staff patrol, we observed that 13.8% of the respondents strongly agreed that there is a high level of staff patrol, this adds to a bulk of 50.5% who agreed as well. This is confirmed by a large mean (2.400), with a small standard deviation (0.985). This means that school monitoring is effective, thus may not be linked to students' delinquency in schools. Yet, some respondents still think otherwise as 22.3 % remained neutral, 8.9% disagreed, conforming to the increase in delinquency. This is justified by the number of incidences that take place in schools on daily bases; Students always loitering outside, gambling in and out of class, smoking, fighting and aggressing other students making the school not a safe place. We need to rethink the effectiveness of monitoring in our school institutions as a factor to reduce delinquency. This is evident to the extent that they organized inter-school fight at the junction of LBA near the Divisional delegation of education Mfoundi, in 2018 where some students were almost killed. Thanks to the intervention of the divisional delegation and police forces that a raffle was organized there and tens of them were intercepted to the police station (source; seminar report by Divisional delegate of secondary education Mfoundi).

Let us equally refer you to this incident of Obala where the student's finger was butchered off in a football pitch. Which amount of monitoring could have remedied this situation from occurring? The story goes thus; the fight erupted in a football pitch in school where Mbappe Arno Alexandre (the victim) smashed the leg of his play mate. In spite of the fact that he apologized to his friend that he is sorry and that it wasn't intentional, the aggressor attacked him on a fight and when it was going on, the friends of the aggressor brought him a cutlass and as Alexandre lifted up his hand to block the cutlass that was lifted on him, it stripped off his finger (the thumb) completely. It should be noted that the cutlass was around because they were just from doing Manual labor. Source is CRTV news 15th January 20019.

These incidents make me pose the question. Could the students be reacting like this due to the note limiting dismissal in Government schools, or because of the fact that teachers are highly disrespected in Cameroon and considered as 2nd class citizens? Confirm this statement with the incident of Ayos, late January 2019 whereby the senior divisional officer entered a teacher's class without the principal's authorization, got the teacher bitten and later detained him-up; reason being that the teacher did not permit her to enter and disrupt the students who were almost finishing writing a test? The teacher's crime is that, he told her to at least give him time to collect the papers. Source: CRTV news, late January 2019. Is this in conformity with the 1998 orientation law in Cameroon which says that the school is safe place and police can only enter the school with an authorization from the principal? Could the senior divisional officer with her entourage, would have equally been monitored not to create the

violence that took place? Could the entry with a knife in school have been facilitated by the fact that Lycee de Nkolbisson is not fenced? Could it be that teachers do not have intellectual humility? All the above questions are an indication of the fact that school monitoring does not influence delinquency, Cameroon and schools need social and emotional (SEL) learning and not “non- tolerance) discipline.

Statistically, we observed that only 3.3% of the respondents strongly agreed that there is proximity or close-to-desk follow up of learners. This adds to 29.8% who agreed as well. However, a larger portion of the respondents 39.3% remained neutral. This is confirmed by a large mean (2,977), with a small standard deviation (1,159). This means that school monitoring may not be linked to students’ delinquency. Yet, 21% disagreed, and 6.6% strongly disagreed. According to McLane, (1996), the essence of monitoring students’ progress, be it by parents, care givers or teachers is aimed at finding out if the learners are meeting or exceeding the expectation. By so doing, teachers are able to ascertain if their teaching methods are good or needs to be ameliorated upon. If the child’s performance after an evaluation exercise does not meet the expectation, then the teacher changes the teaching method while the parent changes monitoring strategies. In this process, teachers and parents are working towards ensuring that the goals of education, amongst which quality performance and academic success of learners is paramount, are being attained to the fullest.

Looking at this study, monitoring is the regular observation and recording of students’ activities, routinely gathering information on all aspects of student life, and reporting feedback to hierarchy. But unfortunately, it is in the process of monitoring that most students become violent. Notwithstanding, it ensures activities are carried out properly by the right students at the right time.

Concerning behavioral contracts, a greater portion of the population 32.5% disagreed, 31.8% remained neutral, and 9.8% strongly disagreed to the idea that learners are being held to engage in Behavior contracts. This denial is further confirmed with a high mean of 3,203, and a concentrated standard deviation of 1,056. This explains considerable lapses in school monitoring, thus may likely contribute to elements of delinquency. However, a small percentage of 5.9% and 20% strongly agreed and simply agreed respectively, meaning that some parents at and their children at least sign the behavioral contracts.

To further explain this finding in terms of interview, we asked the interviewee of PUPRIN about the strategies he has put in place to monitor students, and this is his respond.

Well, we monitor them through the establishment of daily behavior report cards and school referrals, weekly meetings with delinquent students, proximity to students, and prompt correction of exercise books and home work. It is equally worth mentioning that this point of monitoring procedure was rated as the weakest predictor of delinquency. This is due to the fact that monitoring in schools is not a major problem but the other factors are more related to students' delinquency. It is worthwhile to note that, monitoring and evaluation systems have enhanced the performance of both the teachers and the students.

Looking at the response from monitoring, we find it very weak as mere report cards and book-marking strategies are insufficient. However, more serious measures are required to make monitoring more effective.

When DIMAS was asked about strategies used in his school to monitor students as a discipline strategy, he said that they mark students' books on weekly bases, compel all teachers to take role call during their periods, sporadic checks in class rooms, tore around hidden places of the campus amongst many others. Notwithstanding, more monitoring tactics need to be implemented to evict delinquency in schools.

In addition to what has been said on the methods put in place to monitor students, PUPRIN said, they make sure that the students are always seated in class in the presence or absence of the teacher, they always remind them of the implementation of the school rules and regulations, and go closer to difficult and depressed students in an attempt to diagnose their problems and seek adequate solutions. There is equally this phenomenon of proximity to delinquent students and weekly meetings with them.

5.1.4. Findings Related to Research Hypothesis Four

(RH4: H1) - School Sanctions have an influence on the level of students' delinquency in some secondary schools at Mfoundi Division.

(RH4: H0) -School Sanctions do not have an influence on the level of students' delinquency in some secondary schools at Mfoundi Division.

This hypothesis was formulated in relation to the fourth research question which sought to verify how discipline management strategies affect students' delinquency in secondary schools at Mfoundi Division- Yaounde. As a result, data on this was collected with the use of closed ended Likert scale questionnaire and the use of a semi structured interview guide. The

quantitative data was treated and analyzed with the use of SPSS. 20 and the hypotheses were tested using the Spearman ranked correlation. Statistically, the correlation coefficient or index was $r = 0.631$. This value is positive, high and moves towards 1, and thus reveals a strong relationship between discipline management strategies and students' delinquency. This is equally confirmed by the high level of significance $p = 0.000 \leq 0.05$.

This indicates that, school sanction is a significant predictor of students' delinquency. We therefore accept H_a and reject H_o .

In connection to the above, information collected through interviews was treated with the use of content analysis table. According to the interviewees' responses, they corroborate with the fact that, the sanctions apportioned to students in schools at Mfoundi division have some negative effects on students' delinquency hence confirming research hypothesis 4.

When we look at field statistics as above, we observed that the largest sample of 42.3% of the respondents simply disagreed that Students always receive warning of conduct, this adds to 11.8% who strongly disagreed as well. This is confirmed by a large mean (3,331), with a small standard deviation (1,081). This explains the weakness of sanctions, thus a strong predictor of delinquency on campus. The weaknesses in sanction is dangerous in school community as can be confirmed by the recent incident of Nkolbisson where Brice killed his Mathematics teacher Njoni as the following story is told. It all started early December 2019 when they were writing exams and culminated to the killing of the teacher on Tuesday January 14th 2020 at Lycee Classique Nkolbisson –Yaounde. As reported by CRTV news, a student of 4e Espagnole by name Bisse Ngosso Brice (15 years), stabbed to death his Mathematics teacher (Njoni Tchakounte Maurice), an ECI. The problem between the student and the teacher started since in December 2019 during 1st term exams before Christmas vacation, when the student was playing music in class during exams on his phone and the teacher tried seizing. The student nursed plans to deal with the teacher then and when schools resumed, he was heard making plans to that effect. But the teacher did not resume on the first week. Monday on week two, he was still making the plans as he brought a knife to stab the teacher and told a class mate (girl) who testified. Incidentally, the teacher came to class on Tuesday, while Brice was making noise, he told Brice to stop or go out, but Brice continued even when he insisted. At this juncture, a fight erupted between them as Brice finally used a knife he had brought and stabbed the teacher to death.

If the school administration had intervened to sanction this student immediately the incident started, even with a warning of conduct, the teacher may have been alive. The teacher

was all left alone to struggle with the student for this duration. In this regard, Idu and Ojedapo, (2011), Tunor, (2000), as quoted in Ali et al., (2014) opine that, *“Acts of indiscipline if allowed to incubate under favorable conditions by education providers and customers, could hatch a monster that would be difficult to exterminate”*. Yet, some respondents still think otherwise as 15.7% remained neutral, 27.5% simply agreed, while 2.6% strongly agreed.

However, assertive educators are tactful the way they sanction aggressive students. This view is supported L. Canter, (1992) as he recommended that, assertive educators do not express an intention to hurt, but want to help. This view is equally supported by Dionne Grayman, (2019) in his Hechinger report when he says; *“delinquent students need caring and belonging adults. They need restorative practices like foster, social and emotional learning”*.

Looking at the item on the confiscation of unwanted items, we observed that the largest sample of 38% of the respondents simply disagreed that Confiscation of unwanted items or attire are sufficiently practice in schools. This adds to 11.8% who strongly disagreed as well. This is confirmed by a large mean (3,196), with a small standard deviation (1,189). This explains the absence of self-discipline, thus a strong predictor of delinquency on campus. The lack of self-discipline may be as a result of the fact that some students have stunted moral developmental growth, and in spite of the fact that these unwanted items are stipulated in the school RRs, they still bring them to school. This assertion is confirmed by Kohlberg in his behavioral theory which expresses the fact that deviants are individuals whose moral development is incomplete. They did not reach the same levels of development as those who refrain from criminal activities. Yet, some respondents still think otherwise as 17% remained neutral, 24.3% simply agreed, while 8.9% strongly agreed. Students who missed a stage in their moral development growth are very stubborn and commit delinquent acts ranging from bullying, consumption of illicit drugs, killing, just to name a few. The event that took place on Saturday 16th November 2019) in GBHS Bafoussam rural, a student stabbed the discipline master (DM) of his school on the neck because his phone was seized the previous day and the discipline master came and caught him and his friend on Saturday haven burgled into his office. The said student and his friend came to school on this day, dug a hole on the back wall of the DM's office and entered, stole phones and other items. The DM who was in school this day to fill his marks came and opened the office and surprised them in. This incident took place because of confiscation of unwanted items hence affirming the fact that school sanctions have an influence on student's delinquency.

When respondents' opinion was sought if cleaning the classroom, veranda and corridors are severe sanctions, this is what we got. The largest sample of 32.2% of the respondents simply disagreed. This adds to 9.2% who strongly disagreed as well. This is confirmed by a large mean (3,078), with a small standard deviation (1,144). This explains the presence, but weak sanctions, thus a strong predictor of delinquency on campus. Yet, some respondents still think otherwise as 24.9% remained neutral, 23.9% simply agreed, while 9.5% strongly agreed. All these demonstrate the lapses in school sanctions in secondary schools in the chosen area.

Concerning opinions on Corporal Punishment, a bigger portion of the sample 28.5% strongly agreed, while 26.6% simply agreed to the fact that corporal punishment still exist in schools. This strong acceptance is supported by a considerable mean of 2,419, a small standard deviation of 1,189. To this 23.6% still remained undecided, 17% disagreed, while 4.3% strongly disagreed. This demonstrates the mixed feeling as far as corporal punishment is concerned. Worth noting is the fact that the educational law of 1998 extinct corporal punishment in all its forms. In this study, school sanctions take an academic and nonacademic form. As a matter of fact, school sanctions should not be confronted with corporal punishment but should be equated to moral pressure or positive punishment.

On the question concerning suspension of learners as a sanction, we observed that a large portion of the sample 57.7% strongly agreed that the Suspension of learners is a major sanction in schools. This adds to 19% who simply agreed. This figure is confirmed by a high mean of 2, 00 and a small standard deviation of 1,207. This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 10.8% and 4.3% strongly disagreed and agreed respectively, while an insignificant portion of 8.2% remained undecided.

We equally noticed that a large portion of the sample 59% strongly agreed that, dismissal is a major sanction when learners commit strong crimes. This adds to 26.6% who simply agreed. This figure is confirmed by a high mean of 2, 00 and a small standard deviation of 1,067. The consequences of dismissal are traced in this story which occurred in Lycee Bilinque d'Obone as retrieved from <http://www.journalducameroun.com>. On 22th October 2019, Adolf Tambe, the principal of the school and the daughter were aggressed. His crime is that on Monday in the general assembly, he spoke bitterly against the violence in school perpetrated by dismissed students who storm in and aggress their ex- school mates. The principal was attacked by these same dismissed students for aggravated indiscipline; as one of them said during the act "C'est Pichou" and after verifying administrative documents, on the dismissal list was found the name Pichou Mouandjo.

This confirms the consciousness for the existence of delinquencies in school. Yet, an insignificant percentage of 8.5% and 3% strongly disagreed and agreed respectively, while an insignificant portion of 3% remained undecided. On the phase of interview on this item, PUPRIN was questioned about the type of sanctions meted to students in his school.

Our sanctions range from warning of conduct, confiscation of unwanted material, cleaning, suspension and even dismissal. This is in conformity to the definition of sanction being a penalty imposed or punishment inflicted for wrong doing which include the following; Warning, suspension with hard labor, confiscation of unwanted item(s), cleaning, dismissal and withholding of report card. This is equally in conformity to the school RRs.

Some schools give negative or coercive punishment like threatening, blackmail, torture, beating or forcing the Student to act involuntarily which least is recommended by this study, for the type of punishment advocated is positive punishment which is out to correct and encourage and not to inflict pain.

DIMAS had this to say concerning the types of sanctions implemented. We give delinquent students special counseling time table, wear boards on their necks as a sign of delinquency so that they carry it about everywhere they go in the campus, destroy their phones on instant seizure, tell them to fetch water, sweep, mob the floor. We do not give them punishment that inflicts pain on them. This goes in line with the definition of sanction retrieved from <https://usedulaw.com> which states that, a sanction is a penalty for noncompliance with a law or legal order or wrong action; something as a moral principle or influence that makes of conduct, a law etc. and binding. It is a coercive measure, as a boycott, taken by a group to enforce demand. A sanction can also be considered as specific as in the form of moral pressure that acts to ensure compliance with a social standard or norm. It is the punishment for breaking the law. With regards to this, Consequential sanctions have been envisaged, but the context does not permit implementation.

Despite these sanctions, these learners are still highly involved in indiscipline activities. This means there is need to rethink existing strategies.

5.2 Suggestions for Further Research

Findings of this study have implications for informing students and educational actors on how to better manage or curb the disease of indiscipline that has infested most of our secondary schools and have negatively played on the smooth flow of educational activities and students' behavior. With this study limited to secondary schools at Mfoundi division, there is need to exercise full caution when generalizing the findings of this study to other divisions or students.

In order to fix this limitation, future research should include other divisions for its findings to be generalized at its utmost. It may also be valuable in future research designs to include more demographic information regarding socio- economic status, parental occupation, language spoken at home, and social support network. This information could provide greater clarity regarding the myriads or bulk of variables that contribute to or influence students' behavior and academic achievements.

In addition, the four variables above explored by this study are not the only predictors of students' delinquency. However, subsequent studies may make use of other indicators as follows:

Parental follow-up and students' delinquency in secondary schools at Mfoundi.

Here, focus shall be laid on strategies used by parents to discipline their children in order to enhance proper behavior so as to limit delinquency

Another study may examine the influence of social media on students' delinquency. Here focus shall be laid on the evolution of social media and how its use can be fashioned to limit social decadent amongst students.

- More still, a further research can be carried out to assess the influence of peer pressure on students' delinquency. Here, more emphases will be laid on the type of friends, their background and attitude with regards to their compatriot's delinquency.
- Another study may focus in an in-depth examination of the variables of this study towards delinquency as follows:
For example, school rules and regulations and students' delinquency.
- Yet, another study can examine family background and students' delinquency
- A study can equally be carried out on the influence of drug abuse on the delinquency of students.
- Equally, a study can be carried out on mental health, and students' delinquency.
- A study can equally be carried out on the behavior of member of the society and students' delinquency.
- A study can equally be carried out on income disparity and students' delinquency.
- Finally, a study can be carried out on Community (societal) or environmental behavior and students' delinquency.

GENERAL CONCLUSION

This research entitled “Discipline Management Strategies and Students’ Delinquency” was aimed at finding out if there is a link between discipline management strategies and students’ delinquency. The pertinence of this dissertation rested on identifying the modalities of discipline management strategies linked to the delinquency of students; hence the study was motivated by behavioral gaps observed amongst students of Mfoundi manifested in various forms which include physical violence, psychological violence, drug addiction and sexual abuse leading to poor academic performance, absenteeism as well as school drop-out. Looking at the gravity of this problem as explained at the level of the statement of the problem with adequate statistics, we proceeded with questioning the various strategies used in disciplining these students. In this guise, the principal research question guiding this study was interrogated as *“To what extent do discipline management strategies influence students’ delinquency in some secondary schools at Mfoundi division- Yaoundé”?*

The study is equally motivated by the fact that the Cameroon Government for the past decades has placed concern on the eradication of corporal punishment while failing to put adequate measures in schools to prevent students from entering with dangerous objects in school, sensitization of parents about their dos and don’ts, hierarchy about the rights of a teacher and their responsibilities in schools, and that the teacher is the sole master of his class during his period. They did not equally foresee that if different types of crimes are paired with their different types of disciplinary measures and sanctions, it will create a global awareness to students and delinquency will reduce, since each crime and sanction is backed by a code of law. This is because most delinquent acts committed by students is deliberate hence, they will be able to take responsibility for their actions.

Based on this motivation, and taking into consideration similar studies that have been carried out in this area of endeavor, four research questions, objectives, and hypotheses were formulated which served as a guiding path to the development of relevant literature and theories for this study. In this guise, literature related to school rules and regulations, school preventive measures, school monitoring and school sanctions and the dependent variable *“Students’ delinquency”* were sufficiently reviewed from books, articles, journals, online documents and from text books as well as from dissertations, to name a few.

Findings show that, there is a significant correlation between discipline management strategies and students' delinquency. Justifications for the study as well as delimitation have also been tackled.

The Research Hypotheses Guiding this Study have been stated as follows:

SRH1 –School rules and regulations have an impact on students' delinquency in some secondary schools in Mfoundi division.

SRH2– School preventive measures have an influence on Students' delinquency in some secondary schools at Mfoundi division.

SRH3–School monitoring affects students' delinquency in some secondary schools at Mfoundi division.

SRH4- School Sanctions have an influence on the level of students' delinquency in some secondary schools at Mfoundi division.

The second chapter of this study focused on the review of literature. A number of theories vital for this study were looked into; Choice and reality theory by Glasser (1960), the theory of Moral development by Kohlberg, the Strain theory by Merton and Ecological systems theory by Bronfenbrenner. This work equally made use of some management and discipline models like, Assertive behavior by L. Canter, (1992) and Discipline with dignity by Curwin and Mendler, (1999). Empirical literature has also been reviewed.

In relation to the four research hypotheses based on the relationship between discipline management strategies and students' delinquency, three out of four of them have been validated; giving a 75% assurance that delinquency is a result of discipline management strategies. Results from the statistical analyses show that, school rules and regulations, school preventive measures, and school sanctions are significantly related to students' delinquency while school monitoring is not a predictor of students' delinquency. This study employed the mixed research method, making use of the survey research design.

Research questions, objectives and hypotheses also guided the choice of various instruments used for data collection and analysis as well as the research design, sampling and sampling techniques. As a matter of fact, the questionnaire and semi structured interview guide were used to collect data from the sample population. The analyses constituted both qualitative

analysis (content analysis) and quantitative analyses (frequency tables). Two main sampling methodologies were used: convenient or judgmental sampling and simple random sampling.

After collecting data through the various means as noted above quantitative data was extracted and analyzed with the use of SPSS. 20 while qualitative data was transcribed and coded with the use of an analysis grid. After the results, suggestions were made to the government (educational advisers), to school actors (Administrators and teachers), students and parents as to the measures to adapt in order to train socially acceptable students through discipline management strategies.

In line with the realizations arrived at in the course of this study, a good number of strategies have been earmarked to be useful as far as managing indiscipline amongst students and diminishing their level of delinquency are concerned. This study permits those directly involved with the education of our citizens to know when and how to intervene in students' misconduct that will in turn positively influence their performances in particular and achievements in general.

It can therefore be concluded with certainty that; discipline management strategies play a very significant role as far as students' delinquency is concerned. Three of the four research hypotheses guiding this study were confirmed; this is an indication that, these variables are good predictors of students' delinquency. The resolutions discussed below and above suggestions if taken into consideration, will help a great deal in curbing the rate of students' delinquency at Mfoundi division in particular and other levels of education in Cameroon in general. Also, the above suggestions for further research, if looked into by other researchers, will also help in identifying other possible ways in which students' delinquency in particular and their misbehavior in general can be drastically reduced.

5.4 Suggestions

Based on the findings, the following suggestions are made to educational stakeholders, which if implemented can minimize students' delinquency. They are directed towards the government/ educational advisers, school actors, students and parents, depending on the different objectives of the study.

5.4.1 Suggestions to the government and Educational Advisers

5.4.1.1 In Relation to the General Objective

The general objective of this study is to assess the extent to which discipline management strategies affect students' delinquency in some secondary schools in Mfoundi division. To this, we suggest as follows.

The government should put in place the following within the school setting in order to minimize or curb the rate of delinquency amongst students. Establish a text clearly defining the strategies that should be used within school settings to enforced discipline and enhance socially acceptable behavior amongst students. This will act as a reference booklet. The government should equally coordinate delinquency prevention programs. The program is known as Coordinating Council on juvenile Justice and delinquency prevention. This could be done with the help of a quality Circle where a committee of educational stakeholders is created to determine the causes of students' delinquency and best serve at risk youths. The important consideration is that, this organization should unify all of the diverse secondary education stakeholders. The bottom line lies in the fact that, single – focus approaches are not effective as delinquency prevention programs. This effort will bring a more holistic, multi – disciplinary approach that takes into accounts both the family and community environments in which the child is raised. Also, parents and all those directly or indirectly involved with education should be called to lamplight and made aware of the important role they have to play as far as the eradication of violence and quality academic achievement is concerned.

5.4.1.2. In Relation to Specific Objectives

5.4.1.2.1 In Relation to the First Research Objective

This objective was set out to examine the impact that school RRs have on students' delinquency in some secondary schools in Mfoundi division. To this, we suggest that;

-The government through the ministry of education should establish rules and regulations that serve as a guide to disciplinary actions in secondary schools, and ensuring that these RRs are well implemented.

The government should equally include “*Assertive Discipline*” in the school curriculum of teacher training institutions to enable teachers learn a better way of exercising discipline when carrying out their functions.

School policy should be reviewed and roles of different administrators defined well to avert role conflict which could be counterproductive to discipline management.

5.4.1.2.2. In Relation to the Second Research Objective

This objective set to find out the influence of school preventive measures on students' delinquency in some secondary schools in Mfoundi division.

In addition, we wish to recommend to the Ministry of Secondary education to constantly organize seminars and workshops for in-service teachers. This should aim at drilling them on conflict management in schools. By so doing, better strategies on how to manage discipline will be learned by all in sundry. As such, students' indiscipline will be improved upon. This is because, good morals, good attitude, quality education, quality performance and quality academic achievement can only be realized in a conducive teaching /learning environment.

In addition, these researchers wish to recommend the creation of Quality Circle where by educational stake holders will constantly come together to seek amicable solutions to the delinquency crisis that is currently plaguing the Mfoundi division. These stakeholders may include, parents, teachers, non-governmental associations, educational authorities, educational authorities, corporate bodies, past students, and the government should be made to find a lasting solution to the social menace.

Promote delinquency- prevention programs that address the whole school environment and encourage community out-reach This may require strengthening links between schools and the communities and raising awareness of the value of schools as community resources as well as addressing delinquency in schools through complementary efforts with communities and families to reduce violence against children in the home and elsewhere. These programs should be linked to a national child protection system and involve education authorities, local and national government. This also means that physical spaces in and around the school needs to be adequately supervised and present no danger to children

There should be a re-orientation of the wider Cameroonian society. If the society is disciplined, the micro society will be disciplined as well.

Partner with children, work with them and recognize the potential contribution of children to the creation of delinquent –free schools and provide appropriate structures such as student councils, for their formal participation on school management. Ensure that children have access

to human right education, education for citizenship and skills training on mediation and peaceful resolution of conflicts.

Create a child friendly and safe school environment by recruiting qualified teachers, securing their fair remuneration and dignifying working conditions, investing in teacher training on children's rights and developing school regulations, accountability mechanisms and codes of conduct that address all forms of harassment and violence against children.

Ensure that children from vulnerable groups are enrolled and kept in school and given special attention to their learning requirements, to provide them with minimal skills and minimize drop-out. Cultivate inclusive values and tolerance towards children of all backgrounds and abilities. Address the different risks of children's vulnerability, such as economic factors including school fees, and consider special risks faced by girls living in poverty which may lead to sexual abuse by school personnel or sugar daddies to support girls' education. The government should equally adopt policies for conducting searches for weapons and drugs; Policies that are applicable in our context.

In addition, the government should see into it that the promotion of mental health should be included at all levels in the school program and monitor its implementation i.e., the promotion of mental wellness and the quality of life should be thought the children. This will equally entail a study on the promotion of human behavior skills and conflict resolution skills.

Conclusively, the government should equally install a permanent health care unit in charge of education and more specifically to test students to detect drugs in their system before they are admitted in any school. This would make our youths shun from the consumption of illicit drugs.

5.4.1.2.3. In Relation to the Third Objective

This hypothesis is set to find out the influence school monitoring has on students' delinquency in some secondary schools in Mfoundi division. The government should create a department of monitoring in teacher training colleges to train specialists who will assist the discipline masters to monitor delinquent students. The government should equally organize seminars where teachers and discipline masters and mistresses will constantly be taught discipline management strategies; assertive discipline and how to differentiate between disciplinary and criminal cases in the school milieu.

5.4.1.2.4. In Relation to the Fourth Research Objective

This hypothesis is out to verify the influence of school sanctions on the level of delinquency of students in Mfoundi division-Yaounde. The following suggestions were made with regards to this.

The government should create a disciplinary framework; include in the disciplinary policies the kind of sanctions that discipline masters should apportion to different types of crimes. This is possible with the categorization of crimes and weighing which sanction is commensurate to it. This policy should constantly be revised and distributed to schools yearly

As a sanction, the government should equally create a service in school institutions where these truant students can be detained, followed up and sanctioned depending of the gravity of their crime. The services should be tailored to the particular need of the truant youths. Services range from assessment to evaluation to counseling. Service referrals should be established to monitor the effectiveness of the different sanctions given.

5.4.1. Suggestions to School Actors (Administrators and Teachers)

5.4.1.1 In relation to Research Objective 1

In terms of school RRs principals, are in charge of establishing the internal rules and regulations of their various institutions; hence we suggest that, they should always consult the external RRs on discipline before constructing theirs in relation to their school environment. Principals should constantly remind staff about the dos and don'ts in staff meetings and constantly remind students about the sanctions that that await defaulters of school RRs.

They should ensure an appropriate implementation of these rules; teachers and discipline masters should follow these rules strictly, and always report feed -back to hierarchy about its feasibility.

5.4.1.2. In Relation to the Second Research Objective

School administrators should consider the use of metal detectors to determine weapons on campus to be very important. Cameras should equally be installed in schools to detect defaulters. School principals should always invite CSESU immediately an incident occurs. School administrators, parents and teachers must show good examples to students since they imitate and copy their behavior. Teachers should correct students' mistakes with love rather than label them negatively. School administrators and teachers should provide moral leadership in schools, and equally, school curriculum should emphasize moral education for good

character, and ensure that sound moral education is given the students. Teachers should apply leadership with dignity and equally assertive discipline while taking in to consideration the respect for human rights.

5.4.1.3 In Relation to the Third Research Objective

School administrators should develop and foster restrictions about students loitering in parking lots, hallways, bathrooms and other areas. Use trained personnel-paid or volunteer – selected specifically to assist teachers and administrators in monitoring students’ behavior and activities. Monitors should be trained on the different types of delinquent acts likely to occur in the school; what behavior to look for in potential perpetrators; and how to document and report concerning behavior. School administrators, parents, teachers should reduce indiscipline through increased supervision. Support staff can be used to assist teachers in class room supervision, especially in large classrooms, provide watches with cameras to student spies.

5.4.1.4 In Relation to the Fourth Research Objective

The school head should see into it those restrictions and their sanctions be published on the students’ hand book or code of conduct.

Pedagogic sanctions should mostly be given to students. Sanctions on students should be productive and humanly because negative sanctions increase the tension between teachers and students. Positive sanctions like detaining a student in school to do his assignment is advisable, or even isolating the student from the rest of the class, giving him something to write repeatedly on pages, writing an apology letter. In giving out sanctions, it should be unbiased, it should serve as a point of correction but not injurious.

The application of disciplinary sanctions should be carried in a way that, while being robust and firm and just, it should be open and supportive of longer term, positive outcome. Every form of corporal punishment should be absolutely prohibited from schools. All staff must know and understand the school’s policy on the restraint and use of force as detailed in the staff code of conduct.

Serious or persistent offenders should be made to sign a behavior contract in consultation with their parents or guardians whose disrespect is liable to suspension or permanent exclusion. Suspension and exclusion should only be applied where the behavior of the student in question is judged to be sufficiently serious in terms of disruption of teaching and learning, willful defiance of school rules and expectations, constant bullying of others.

Students can only be permanently excluded on gross misconduct like theft of money or property, use of drugs or psychoactive substances, repeated harassment or intimidation, pre-meditated physical aggression, sexual violence etc.

5.4.2. Suggestions to Students

In relation to the first research objective, students should strive to obey the school rules and regulations, obey their teachers and stop being insolent.

Students should be included in all efforts to create safer schools; they share in the responsibility to prevent delinquency acts. This is because, they only do not suffer the consequences when they occur, but they also provide an essential perspective on how to promote school safety.

In relation to research hypothesis two, the following are steps students can take to help reduce delinquency in their schools; know and follow their school's delinquency prevention policies they should work with teachers and administrators to create a safe way to report threats. They should equally act as positive role models for peers and younger students, refrain from belittling, harassing and bullying other students.

In relation to the third research objective, learn techniques to avoid and cope with negative peer pressure. They should listen to friends who share upsetting thoughts or display troubling, harmful or dangerous behavior and encourage them to seek help from a parent or guardian, teacher, school counselor or other trusted adults, especially if they persistently feel so down, sad or empty, not able to sleep, have difficulty concentrating and feel helpless. They should help organize and participate in on – going activities that promote school safety; actively participate in programs such as conflict resolution, problem solving teams, mentoring programs, peer courts, community service, and peer mediation.

Concerning the fourth research objective, students should always accept responsibility for their actions and consider the impact their actions have on others. They should always remember that the violation of school rules and regulations accompany some sanctions, so each time they want to violate a rule, they should be ready to succumb to the sanctions. They should remember that the teachers do not sanction them as a form of hatred but as a point of correction.

5.4.3. Suggestions to Parents

Parents and guardians are an essential element of school delinquency prevention. Demonstrating an interest in their children's lives is one of the most important step parents and / or guardians can take to help prevent youth delinquency. This can be achieved as follows;

- When families simply find time to be together, it can increase the possibility for positive outcomes and delinquency prevention. A survey from Columbia showed that children from families who had dinner together five to seven times per week were significantly less likely to experiment with legal or illegal substances. Additionally, teenagers whose parents are not actively involved or interested in their lives are more likely to become bullies, and may ultimately lead to involvement in gangs or other bad groups. By simply taking an interest in their children's lives, parents are in an incredible powerful position to help stave off juvenile delinquency.

In relation to the first research hypothesis, parents should know the dos and don'ts of their children's schools and do well to always remind them of these RRs. As such, parents and/or guardians should be informed of other steps they can take to contribute to a safe school environment. As such, parents should always create time to discuss the following topics with their children; the school discipline policy: Parents and/or guardians should know the policies, communicate their support for it, discuss the reasons behind it and urge their children to comply with their school safety and security procedures. Ensure their children know the impact of delinquency and its real-life consequences. Parents and guardians should share this information with the friends' parents and guardians. Finally, as a condition for seeking admission in schools, parents and children should be compelled to make an engagement that a student will never come to school with a phone or some other unrequired electronic gadgets.

With regards to the second research objective, parents should be able to carry the following preventive measures to minimize students' delinquency. Let parents be positive role models to their children. Practice all the good attitudes that they expect their children to exhibit, as the adage goes, "You cannot plant cocoa and harvest coffee". Open communication between children and their parents or guardians is critical. Information and training sessions should be provided on school safety policies and programs. Parents should ensure their children have the basic school requirements, eat in the house before leaving for school and are provided with snacks for break time not money.

Looking at the third research objective, parents are urged to know the friends of their children and caution the children to choose their friends being those who do not have a negative influence in their lives. They should follow up their children's academics by making sure they check their books constantly to see how they perform in school and ensure they do their homework. They should equally charge the bags of their children if some strange or unwanted items are there. Parents should always create time for their children and not abandon them

completely to caregivers and grandparents. This will enhance open communication with the children. They should be able to identify and solve problems their children encounter. They should identify the financial, emotional, moral and the psychological needs of their children and work in collaboration with their school.

Lastly, parents should teach their children to do the right things else they are sanctioned. They should make clear rules and communicate them to their children and make sure that the sanctions are applied when defaulted. They should teach children that sanctions are not punishment but a form of correction.

5.5. Limits of the Study

As the saying goes, “there are no roses without thorns”, so do these researchers declare that, a study of this magnitude cannot go without obstacles. The following are some of the huddles they encounter in the course of this research work.

- A major obstacle encountered by these researchers has been the bottlenecks involve in obtaining reliable data or information from these schools, from CSESU, and from the delegation of education, Mfoundi division. For example, to obtain an authorization to deliver questionnaires in the various schools, the researchers had to write applications on three different occasions as one got missing after the other at the achieves, and this finally took them about a month before the authorization was granted.
- At the level of the schools, the researchers were always seen as spies each time they need information, especially information that concerned number of students in the school or in a particular class.
- Some of the schools complained that the delegation was supposed to call them on phone to inform them that they are sending a researcher, and more still, they are supposed to compensate them for the services they are rendering to them.
- Some of the teachers were unwilling to fill the questionnaires with the pretext that they do not find their interest in doing that activity, forgetting that it is for their own good equally because they have children and equally, they are safe when the school is safe.

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APPENDICES

APPENDIX 1:

Discipline Master of GBHS Bafoussam Rural Stabbed by his Student, Saturday 16th November 2019. (Details on page 8).

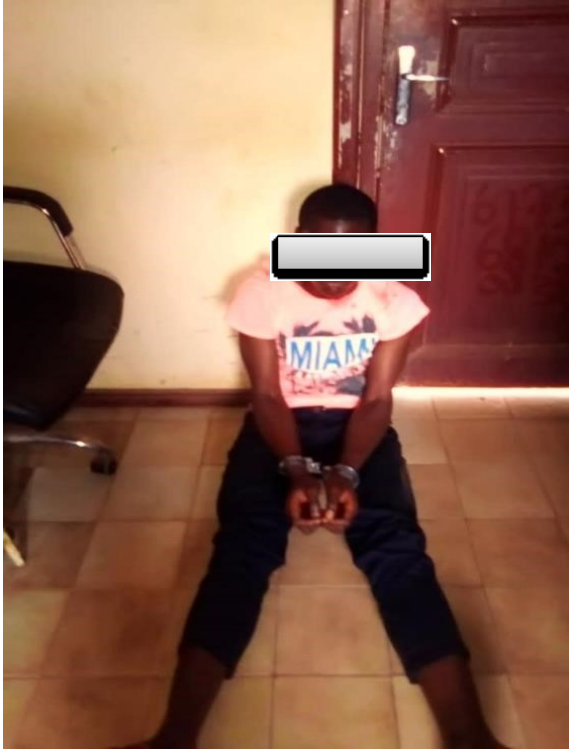


Saturday 16th November 2019) in GBHS Bafoussam rural, a student stabbed the discipline master (DM) of his school on the neck because his phone was seized. See page 8.

APPENDIX

2:

Late Mr Boris (Mathematics teacher) of GBHS Nkolbisson- Yaounde stabbed to death by his student, 14th January, 2020. (Brice, details on page 8)



Bisse Ngosso Brice (student) who stabbed his teacher to dead



Njoni Tchakounte Boris stabbed to dead



Boris on his dying bed, see page 9

APPENDIX 3:

See page 9. Mbappe Arno Alexandre of Obala, whose Finger was cut in School with a Matchet by his Friend, 15th January 2020.



4:

A Geography Teacher Stabbed to Death by his Student in the Quarter

A geography teacher and discipline master is said to have been stabbed to death in Yaounde by a student 23rd February 2020. The victim, Atem Gildas, a teacher at FAPO Bilingual College Etoudi (see page 10).

APPENDIX



APPENDIX

5:

Student Stabbed to Death by his Class Mate, 19th November, 2019, at Lycée Technical Douala.

APPENDIX



6:

APPENDIX
Student Stabbed by his Class Mate because he is owning him, Lycée Technical
Koumassi, January 2020.



7:

APPENDIX
Semi-Structured Interview Guide

MANAGEMENT STRATEGIES (DMS) AND STUDENTS' DELINQUENCY (SD) AT 8:

Questionnaire

Dear teachers/students, I greet you. My name is Ngang Josephine. I'm a Master student in the University of Yaounde 1, faculty of education. I'm in the Department of Curricula and Evaluation and read Educational Management. We are currently undertaking a research on the subject titled, **"DISCIPLINE MANAGEMENT STRATEGIES (DMS) AND STUDENTS' DELINQUENCY (SD) IN MFOUNDI DIVISION – YAOUNDE: CASE OF SOME SECONDARY SCHOOLS IN YAOUNDE 111 AND VI"**.

This study seeks to investigate the current state of delinquency within the secondary school milieu in the afore mentioned division, and further looks at the types, causes, forms, effects and the different ways in which such acts can be managed within the school settings and at home in order to provide a conducive environment for the teaching learning process. We therefore crave your indulgence to provide sincere and honest responses to the following questions related to that effect. Be rest assured that your identity shall not be disclosed, hence we guarantee absolute confidentiality.

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

APPENDIX

SECTION I: School Rules and Regulations

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

N ^o	ITEMS	SA	A	N	D	SD
1	Students respect the dressing code of the school.					
2	At times, some students bring gadgets to school like phones, mp3 etc.					
3	Corporal punishment is not more practiced in my school.					
4	Some students always steal while some of them fight.					
5	In my school, the principal always involve the students in the formulation of school rules and regulations related to students' welfare.					
6	The teachers identify, reframe and redirect students' skills positively, rather than imposing.					
7	Some students are bent on disrupting classes during lessons.					
8	Students always preserve school property jealously.					

SECTION II: Items on School Preventive Measures

Nº	ITEMS	SA	A	N	D	SD
9	The disciplinary department checks the bags and attires of students before they enter the school.					
10	My principal has installed cameras and metal detectors in school.					
11	The school administration organizes patrol around the toilets and corridors of the school establishment to monitor delinquent students.					
12	The school invites the police in school on aggravated indiscipline incidences.					
13	The school carries out a lot of moral education and counseling of students.					
14	My principal encourages positive punishment but not coercive punishment.					
15	My principal does peer counseling and modeling.					
16	Teachers are able to control their egos and impulses in class.					

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

SECTION III: Items on School Monitoring.

Nº	ITEMS	SA	A	N	D	SD
17	My school monitors students by establishing personal time tables for them.					
18	The school makes sure that teachers inspect the books of students on weekly bases.					

19	Teachers give assignments to student and correct them on regular bases.					
20	The principal, discipline masters and sector masters do patrol around the school campus on regular bases.					
21	Teachers always have proximity or go closer to the desks of students when they notice any distraction or any act of delinquency around the area.					
22	The school establishes a behavior contract with students upon admission					
23	There is a weekly meeting of intervention staff and teachers in my school to resolve issues of delinquency					
24	Daily behavior report cards and discipline referrals are established for difficult students in my school.					

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

SECTION IV: Items on School Sanction

25	The school establishes warning of conduct to students as soon as they start going against the school rules and regulations					
26	When students bring unwanted items and attires to school, they are always confiscated.					
27	Students are always punished to clean the class, veranda and corridors					
28	In my school, some teachers still give corporal punishment to students					
29	I notice that some students use phones and other prepared materials to cheat during exams.					
30	Students always loiter around the campus and along class corridors.					

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

SECTION V: Items on Students' Delinquency:

Nº	ITEMS	SA	A	N	D	SD
31	Some students perpetrate sexual immorality in school					
32	I notice that some students always bully others and fight with one another.					
33	Students insult and fight with their teachers.					

34) Do students consume drugs in your school like Chicha, cannabis and tramol?

35) Students in my school bring dangerous weapons in school like blades, knives and scissors etc.

SECTION VI: Demographic Information

37) Type of school or institution

☐ Public ☐ Private ☐ Denominational

38) Gender. ☐ Male ☐ Female

39) Function Classroom ☐ teacher Vice principal ☐

Senior discipline master ☐ Others ☐

40) Status of ☐ employment Direct ☐ Competitive entrance
P.T.A. employed ☐

**Thanks Immensely for Your Kind Attention.
Questionnaire**

Chers enseignants/élèves, Bonjour ou Bon après-midi. Je me nomme Ngang Josephine. Je suis étudiante en Master à la Faculté des Sciences de l'Education, Département des Curricula et Evaluation, spécialisation Management de l'Education. Je mène actuellement une recherche sur le thème « **Stratégies de Management de la Discipline et Délinquance des Elèves dans le Département du Mfoundi, Yaoundé : Cas de quelques établissements d'enseignements secondaires de Yaoundé III et IV** ».

Notre étude explore l'état actuel de la délinquance dans les établissements d'enseignements secondaires du Mfoundi. Plus précisément, nous nous intéressons à la typologie de la délinquance, ses causes, les formes qu'elle peut prendre, les conséquences et les différentes façons d'y remédier au sein des campus scolaires et à la maison afin d'améliorer autant que possible l'environnement scolaire. Nous vous saurons gré de votre indulgence à répondre le plus honnêtement et sincèrement possible aux questions de cette étude. Soyez rassuré que votre participation à cette étude restera confidentielle.

Tout à fait d'accord	D'accord	Neutre	En désaccord	Tout à fait en désaccord
TFA	A	N	D	TFD

SECTION I: Règlement Intérieur de l'établissement

1	Les élèves respectent le code vestimentaire de l'établissement	TFA	A	N	D	TFD
2	Les élèves apportent parfois des gadgets tels que les téléphones, lecteurs mp3, etc.					
3	Le châtimement corporel (bastonnade) n'est plus pratiqué dans mon établissement.					
4	Des élèves commettent encore des vols tandis que certains bagarrent entre eux.					
5	Dans mon établissement, le Proviseur permet aux élèves de participer à l'élaboration du règlement intérieur, plus particulièrement sur les questions liées à leur bien-être.					
6	Les enseignants identifient les talents des apprenants, les canalisent et les remettent sur le droit chemin au lieu d'imposer la marche à suivre.					
7	Certains élèves consacrent leur énergie à empêcher le bon déroulement des leçons.					
8	Les élèves sont très soucieux de l'infrastructure scolaire.					

Tout à fait d'accord	D'accord	Neutre	En désaccord	Tout à fait en désaccord
TFA	A	N	D	TFD

SECTION II: Mesures Preventives

N°	Eléments de prevention	TFA	A	N	D	TFD
9	La surveillance générale fait la fouille des sacs et tenues des élèves avant que ces derniers ne pénètrent dans l'enceinte de l'établissement.					

10	Le Proviseur a installé des caméras et détecteurs de métaux dans l'enceinte de l'établissement.					
11	L'administration de l'établissement organise des patrouilles autour des toilettes et le long des couloirs afin de suivre en permanence les élèves délinquants.					
12	L'établissement fait souvent appel à la police/ gendarmerie lorsque des cas graves d'indiscipline sont avérés.					
13	L'établissement organise de nombreuses activités de conseil et d'éducation morale des élèves.					
14	Le Proviseur encourage la punition positive, mais pas la punition coercitive.					
15	Le Proviseur utilise des élèves modèles pour prodiguer des conseils à d'autres élèves.					
16	Les enseignants sont capables de contrôler leurs egos et pulsions en classe.					

Tout à fait d'accord	D'accord	Neutre	En désaccord	Tout à fait en désaccord
TFA	A	N	D	TFD

SECTION 111: Suivi des Apprenants

N°	Elements de suivi	TFA	A	N	D	TFD
17	Mon établissement élabore des emplois de temps personnalisés pour les élèves.					
18	L'établissement s'assure du contrôle de la prise de notes et la tenue des cahiers des élèves chaque semaine par les enseignants.					
19	Les enseignants donnent des devoirs aux apprenants et les corrigent régulièrement.					
20	Le Proviseur, les surveillants généraux et surveillants de secteurs effectuent régulièrement des patrouilles au sein du campus.					

21	Les enseignants se rapprochent des tables-bancs des élèves chaque fois qu'ils observent de la distraction ou un quelconque acte de délinquance.					
22	L'institution scolaire établit un contrat de conduite avec les apprenants dès leur admission au sein l'établissement.					
23	Il y a une réunion hebdomadaire du personnel d'intervention et des enseignants afin de résoudre les problèmes liés à la délinquance.					
24	Des carnets de rapport journalier sur la discipline sont établis pour les élèves délinquants au sein de l'établissement.					

Tout à fait d'accord	D'accord	Neutre	En désaccord	Tout à fait en désaccord
TFA	A	N	D	TFD

SECTION IV : Sanctions en milieu scolaire

25	L'établissement donne des avertissements aux élèves lorsque leur conduite va à l'encontre du règlement intérieur.	TFA	A	N	D	TFD
26	Lorsque les élèves apportent des objets non désirés ou portent des tenues non réglementaires au sein de l'établissement, ces derniers sont toujours confisqués.					
27	Les élèves punis doivent nettoyer les salles de classe, les vérandas et les couloirs.					
28	Dans mon établissement, certains enseignants continuent d'administrer des châtiments corporels aux élèves.					
29	J'observe que certains élèves utilisent des téléphones portables et des documents préparés à l'avance pour tricher pendant les examens.					
30	Les élèves flânent toujours dans la cour et les couloirs de l'école.					

Tout à fait d'accord	D'accord	Neutre	En désaccord	Tout à fait en désaccord
TFA	A	N	D	TFD

SECTION V : La délinquance des élèves

N°	Eléments	TFA	A	N	D	TFD
31	Certains élèves diffusent des idées immorales à caractère sexuel au sein de l'établissement.					
32	J'ai remarqué que certains élèves font subir des brimades à leurs camarades, et bagarrent souvent avec leurs camarades.					
33	Les élèves injurient et bagarrent-ils avec leurs professeurs					

34) Les élèves consomment-ils des drogues telles que la chicha et le tramol dans ton établissement ?

35) Les élèves de ton établissement apportent-ils parfois des armes blanches telles que les lames de rasoir, couteaux et ciseaux ?

SECTION VI : Demographic Information

37) Type d'établissement

☐ Public

☐ Privé

Confessionnel ☐

☐ 38) Sexe Homme Femme

☐ 39) Fonction Enseignant de Censeur

☐ Surveillant General

☐ Autres

☐ 40) Recrutement Statut Concours d'emploi

Vacataire

Merci. Que Dieu Vous Bénisse.

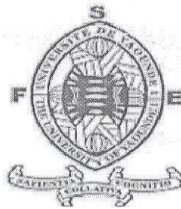
Authorization of Research from the Faculty

République du Cameroun

Paix – Travail – Patrie

Université de Yaoundé I

Faculté des Sciences de l'Éducation



Le Doyen

The Dean

N° 0000000000/19/UYI/FSE/VDPSAA

AUTORISATION DE RECHERCHE

Je soussignée, **Professeur Christiane Félicité EWANE ESSOH**,
Doyenne de la Faculté des sciences de l'Université de Yaoundé I, certifie que
l'étudiante **NGANG JOSEPHINE LUM**, matricule **17T3620** est inscrite en
Master II à la Faculté des Sciences de l'Éducation, Département de **CURRILA
ET EVALUATION**, filière : **MANAGEMENT DE L'EDUCATION**, option :
RESEARCH IN EDUCATION.

L'intéressé(e) doit effectuer des travaux de recherche en vue de
l'obtention de son diplôme de Master. Il travaille sous la direction de
**MONSIEUR FONKENG EPAH GEORGE Professor of Educational
Foundation and Administration**. Son sujet porte sur, «**DISCIPLINE
MANAGEMENT STRATEGIES AND SCHOOL VIOLENCE BY
STUDENTS**».

Je vous saurais gré de bien vouloir mettre à sa disposition toutes les
informations susceptibles de l'aider.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et
valoir ce que de droit.

Fait à Yaoundé le 01.05.2019

Pour le Doyen et par ordre



APPENDIX 10:

Authorization from Delegate to Researcher

RÉPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie

MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES

DÉLÉGATION RÉGIONALE POUR LE CENTRE

DÉLÉGATION DÉPARTEMENTALE DU MFOUNDI

SERVICE DES AFFAIRES ADMINISTRATIVES ET FINANCIÈRES

BUREAU DES AFFAIRES GÉNÉRALES
B.P. 33 097 YAOUNDE TEL : 222 22 84 68
N° 0181/19/L/MINESEC/DRES-CE/DDES-MP/SAAF/BAG

REPUBLIC OF CAMEROON
Peace - Work - Fatherland

MINISTRY OF SECONDARY EDUCATION

REGIONAL DELEGATION FOR THE CENTRE

DIVISIONAL DELEGATION FOR MFOUNDI

FINANCIAL AND ADMINISTRATIVE AFFAIRS OFFICE

GENERAL AFFAIRS OFFICE
P.O. BOX 33 097 YAOUNDE TEL : 222 22 84 68
Yaoundé, le 25 NOV 2019

LE DELEGUE DEPARTEMENTAL

A

MADAME NGANG JOSEPHINE LUM,
Etudiante en Faculté des Sciences de
l'éducation à l'Université de Yaoundé I

Tél : 675 26 60 71

OBJET : *Votre demande d'autorisation de recherche.*

Madame,

Suite à votre demande d'une autorisation de recherche dans certains Lycées du Département du Mfoundi sur le thème « *Discipline management strategies and school violence by students* ».

J'ai l'honneur de vous marquer mon accord.

Toutefois, je vous invite à vous rapprocher des Chefs d'établissements sollicités aux fins de vous accorder sur les modalités pratiques du déroulement de votre activité.

Par ailleurs, vous voudrez bien me faire tenir un rapport circonstancié dès la fin de vos activités.

LE DELEGUE DEPARTEMENTAL
Le Délégué
The Delegate
Dr. NDEMBA Sidonie Thérèse
PLEG H.E

APPENDIX 11:

Authorisation from Delegate to School Principals

RÉPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie

MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES

DÉLÉGATION RÉGIONALE POUR LE CENTRE

DÉLÉGATION DÉPARTEMENTALE DU MFOUNDI

SERVICE DES AFFAIRES ADMINISTRATIVES ET FINANCIÈRES

BUREAU DES AFFAIRES GÉNÉRALES
B.P. : 33 097 YAOUNDÉ TEL. : 222 22 84 68

N° 089/19/L/MINESEC/DRES-CE/DDES-MF/SVAS/BAG

REPUBLIC OF CAMEROON
Peace - Work - Fatherland

MINISTRY OF SECONDARY EDUCATION

REGIONAL DELEGATION FOR THE CENTRE

DIVISIONAL DELEGATION FOR MFOUNDI

FINANCIAL AND ADMINISTRATIVE AFFAIRS OFFICE

GENERAL AFFAIRS OFFICE
P.O.BOX : 33 097 YAOUNDÉ TEL. : 222 22 84 68

Yaoundé, le 25 NOV 2019

LE DELEGUE DEPARTEMENTAL

A

MESDAMES ET MESSIEURS LES CHEFS
D'ÉTABLISSEMENTS CI-APRÈS :

- Lycée Bilingue d'Application ;
- Lycée Bilingue d'Etoug-ébé ;
- Lycée Bilingue de Mendong ;
- Collège Saint Benoit ;
- Institut Victor Hugo ;
- Franky Comprehensive High School.

OBJET : Autorisation de mener des recherches dans vos établissements.

Mesdames, Messieurs,

J'ai l'honneur de vous informer que Madame **NGANG JOSEPHINE LUM**, Etudiante en Faculté des Sciences de l'éducation à l'Université de Yaoundé I, effectuera une enquête dans vos établissements respectifs dans le cadre de ses travaux de recherche sur le thème « *Discipline management strategies and school violence by students.* »

En conséquence, je vous saurais gré des dispositions qu'il vous plairait de prendre à l'effet de lui faciliter la conduite de cette activité dans vos établissements respectifs.

LE DELEGUE DEPARTEMENTAL

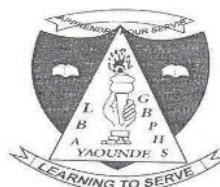
[Signature]

Dr. NDEMBA Sidonie Thérèse
PLEG H.E

APPENDIX 12:

Attestation of Internship

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
.....
MINISTRE DES ENSEIGNEMENTS SECONDAIRES
.....
DELEGATION REGIONALE DU CENTRE
.....
DELEGATION DEPARTEMENTALE DU MFOUNDI
.....
LYCEE BILINGUE D'APPLICATION
.....
N° D'IMMATRICULATION SLHIGSD112399092
.....
Tél : 222 22 43 57 P.O Box : 864 Yaoundé



REPUBLIQUE OF CAMEROON
Peace-Work-Fatherland
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MINISTRY OF SECONDARY EDUCATION
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REGIONAL DELEGATION FOR CENTRE
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.....
IMMATRICULATION N°: SLHIGSD112399092
.....
Tél : 222 22 43 57 P.O Box : 864 Yaoundé

Yaounde the 13 DEC 2019

ATTESTATION OF INTERNSHIP

I the undersigned **SAMA ROBERT EKO**, the principal of Government Bilingual Practicing High School (GBPHS) Yaounde, hereby attest that, **NGANG JOSEPHINE LUM**, matriculation N° 17T3620, a research student in Master II, in the University of Yaounde I,

Faculty: Education

Department: **Curricula and evaluation**,

Option: **Education Management**

Speciality: Research

Carried out a research on Discipline Management Strategies and students' delinquency in secondary schools in our institution from the 9th of September 2019 to the 8th of November 2019.

This attestation is to serve the concerned for whatever purpose it is intended to.

THE PRINCIPAL


Eko Sama Robert
PLEG - Hors-Echelle