School Discipline as a Correlate of Students Violent Behaviours in Government Technical Secondary Schools in Yaounde

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ABSTRACT

This study sets out to examine the effects of school discipline on violent behavior. The manner in which discipline is implemented can breed violent behavior among students who are considered victims. This, however, hampers many school processes as the teaching, learning, as well as the administrative environments, are no longer secure. Within the context of this paper, we looked at the effects of teachers' characteristics, counselor services, students' characteristics, and parental collaboration with school administration as key variables that determine students' violent behavior. Within the context of this study, the quantitative research approach was used in data collection and analysis. The main instrument used to collect data was the questionnaire. Using simple random sampling and purposive sampling techniques, a sample size of 193 respondents was obtained. The data collected was analyzed using the Spearman rank correlation, and the following results were obtained: For the first hypothesis, a Spearman correlation index of 0.625 (62.5%) was obtained; for the second hypothesis, a Spearman correlation of 0.537 (53.7%); for the third hypothesis, a Spearman correlation of 0.541 (54.1%) was obtained, and for the fourth hypothesis, we had a Spearman correlation index of 0.632 (63.2%). The level of significance was less than 0.05 for all the hypotheses tested, thus indicating that all variables studied significantly influenced students' violent behavior. Based on these findings, we can conclude that school discipline is one of the determinants of students' violent behavior in GTS in Yaoundé. Recommendations were made to stakeholders concerned.

Key words: School discipline, violent behavior, students, secondary schools.

INTRODUCTION

School discipline is a critical aspect of the educational system, and it plays a significant role in shaping the behavior and academic performance of students. Effective school discipline helps create a safe and supportive learning environment, which is crucial for students' academic success and social development. However, the relationship between school discipline and students' violent behavior is complex and multifaceted. While some studies suggest that strict discipline is necessary to maintain order and promote academic achievement, others argue that punitive discipline can have negative effects on students' behavior and academic performance (Nfor, 2020; Tangwe, 2019). The manner in which positive discipline is administered also influences students' behaviors in various ways. Some disciplinary measures can cause students to become violent towards their teachers and peers.

There has been growing concern about the increasing levels of violence in schools, particularly in Cameroon over the past decade. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), violence in schools is a pervasive problem that affects millions of children and adolescents worldwide (UNESCO, 2019). In Cameroon, for example, studies have shown that school violence is a significant problem, with many students reporting experiences of physical, verbal, and psychological violence (Nfor, 2020).

The causes of school violence are complex and numerous, including factors such as poor school discipline, family violence, and socio-economic inequality (Tangwe, 2019). In Cameroon, the education system has faced numerous challenges, including poor infrastructure, inadequate teacher training, and inadequate resources

(World Bank, 2020). These challenges can contribute to a negative school environment, which can increase the possibility of violence and other behavioral issues.

Government technical secondary schools in Yaoundé, Cameroon, are not exempt from these challenges. These schools are key institutions that provide technical and vocational education to students, and they play a crucial role in the development of the country's workforce. However, like many other schools in Cameroon, they face significant challenges, including inadequate teacher training, inadequate resources, and poor infrastructure (MINEDUB, 2019).

This study sets out to explore the relationship between school discipline and students' violent behaviors in government technical secondary schools in Yaoundé, Cameroon. The study will examine teachers' and students' characteristics that influence students' violent behaviors. It will also focus on parents, school administration, and counselor services and their role in determining students' violent behaviors. By understanding the relationship between school discipline and students' violent behaviors, this study aims to contribute to the development of effective strategies for preventing violence and promoting a safe and supportive learning environment in government technical secondary schools in Yaoundé, Cameroon.

The Research Problem

Peace education is a fundamental aspect of quality education, reinforcing serenity in enhancing effective teaching and learning environments, as well as the overall internal efficiency of an educational system. In spite of the leading role played by formal education in human societies, in instilling moral ethics and good behavioral patterns in students, we still observe that violent behaviors have become increasingly alarming. In recent times, the rate of violent behaviors among students has increased significantly, so much so that students attack and even kill their classmates and teachers. Instead of school discipline curbing trends in students' violent behaviors, we observe that the latter is on the rise. This is an indication that something is wrong. The prevalence of violence could be attributed to the lack of proper application of disciplinary measures by school authorities. Recent school violent attacks and killings seem to have created fear among teachers and students alike, as anyone risks being victimized at any time. This could lead to a severe laissez-faire attitude on the part of teachers who may not want to confront deviant students and reprimand them for bad behaviors.

Some students now feel free to come to school with dangerous weapons, which they use to vandalize their classmates and teachers. This alone could render the school environment insecure for effective teaching and learning to take place. School insecurity further creates educational inefficiency in the sense that many students would not learn appropriately, thereby not only creating a wastage of valuable resources but also preventing the school system from achieving its set objectives. The aforementioned situation implies that the prevalence of violence in technical schools could be attributed to the manner in which disciplinary procedures are carried out by the school authorities. This malaise aligns with the Education For All Monitoring Report (2005), which stresses that the general quality of education is poor and needs to be improved. This report further identifies quality education as a fundamental prerequisite for achieving the goals of equity. The Dakar Framework for Action (2000) further declares that quality is at the heart of education. For educational quality and equity to be achieved, disciplinary measures have to be established and maintained at both the individual and group levels. Within the context of this work, students could misbehave because of the misuse of teacher authority and the manner in which school rules and regulations are enforced. It is obvious that parent/school governor collaboration could equally have a bearing on students' violent behaviors. It is against the aforementioned background that we intend to examine how discipline procedures affect students' violent behaviors in government secondary schools.

Research Questions

• What relationship exists between teachers' characteristics and students' violent behaviors in Government Technical Schools (GTS) in Yaounde?

• How do counselor services influence students' violent behaviors in Government Technical Schools (GTS) in Yaounde?

• What association exists between students' characteristics and students' violent behaviors in Government Technical Schools (GTS) in Yaounde?

• Is there a relationship between parental collaboration with school administration and students' violent behaviors in Government Technical Schools (GTS) in Yaounde?

Hypotheses

Ha$_1$: Teachers' characteristics determine students' violent behavior in GTS in Yaounde.

Ho$_1$: Teachers' characteristics do not determine students' violent behavior in GTS in Yaounde.

Ha$_2$: There is a relationship between counselor services and students' violent behavior in GTS in Yaounde.

Ho$_2$: There is no relationship between counselor services and students' violent behavior in GTS in Yaounde.

Ha$_3$: There is a link between students' characteristics and students' violent behavior in Government Technical Schools (GTS) in Yaounde.

Ho$_3$: There is no link between students' characteristics and students' violent behavior in Government Technical Schools (GTS) in Yaounde.

Ha$_4$: Parent and school administration collaboration influences students' violent behavior in Government Technical Schools in Yaounde.

Ho$_4$: Parent and school administration collaboration does not influence students' violent behavior in Government Technical Schools in Yaounde.

Research Objectives

- To study how teachers' characteristics influence students violent behaviors in Government Technical Schools in Yaounde.

- To assess the extent to which the counselling services determine students' violent behaviors in Government Technical Schools in Yaounde.

- To study the impact of students' characteristics in determining violent behaviors in Government Technical Schools in Yaounde.

- To examine how parents / school administration collaboration affect students' violent behaviors in GTS in Yaounde.

Significance of the study

This study has several significant implications for various stakeholders, including educators, policymakers, and the broader community.

Theoretical Significance:

- The study contributes to the existing body of knowledge on school discipline and student behavior, particularly in the context of secondary schools in Yaoundé.

- It explores the relationship between school discipline and violent student behavior, which can inform theoretical frameworks and models of student behavior.

Practical Significance:

- The study's findings can inform policy and practice in schools, helping to create safer and more supportive learning environments.

- It offers insights into the effectiveness of current disciplinary measures and suggests alternative strategies for managing student behavior.

- The study can also inform teacher training programs, highlighting the importance of effective classroom management and student-teacher relationships.

Social Significance:

- The study contributes to the development of strategies for reducing violence and promoting social cohesion in schools and communities.

- It raises awareness about the importance of creating safe and supportive learning environments, which can have long-term benefits for individuals and society as a whole.

Policy Significance:

- The study's findings inform policy decisions at the national and local levels, helping to create more effective and supportive education systems.

- It provides insights into the impact of policy on student behavior and school discipline, which can inform future policy development.

LITERATURE REVIEW

Types of disciplinary measures carried out in secondary schools: It is obvious that for peace to reign in an educational institution, disciplinary measures need to be taken and reinforced. This is because a peaceful environment is needed for quality education to continue. Beating, slapping, kicking, insulting, kneeling, punishment with hard labour, and picking a pin, among many others, are some examples. It is obvious that most of these types of punishments, which are intended to maintain discipline, instead breed violent behaviours from students who are victimized or students who sympathize with victims. However, all these forms of disciplinary measures are against the Cameroon education law of 1998, which strongly prohibits corporal punishment in school institutions. This aspect of the paper looks at the various causes of discipline problems within the school.

Teacher-Caused Discipline Problems

In some cases, indiscipline in students can be caused by teachers themselves. Grambs (1970: 350) points out that "there are discipline problems that arise from the inadequacies in the teacher, from their own intolerance or lack of insight into youth, which will respond only to critical self-analysis. Inadequacies in the teacher may be subdivided into a lack of social skills and a lack of teaching skills." Similarly, Elkadi and Sharaf (2023) acknowledge that most teachers try their level best to maintain order and discipline in their classrooms, with varying success; however, the effective management of learner behavior is based on the teacher's ability to successfully create a well-managed and structured classroom environment so that learning can take place. Teaching a number of children with different needs, behaviors, and attention spans can be a challenging setting (Cristina, Alina, Alina, & Gabriela, 2021). Most teachers in our private school system have not been trained, while those in the public sector hardly attend capacity-building programs to ensure their professional growth. This could lead to a lot of inadequacies in the exercise of their duties, which can in turn cause indiscipline in students. Some teachers may lack enough authority to maintain a calm classroom suitable for teaching and learning. This can be very common with female teachers who teach in senior secondary.

The majority of the teachers lack pedagogical skills. In most cases, a handful of them seem not to be devoted to their job. A lack of professional consciousness and punctuality can cause students to copy wrong examples. A

teacher is a model to students. When they exhibit lateness and a lack of assiduous attitudes, for instance, students would likely imitate them. When this happens, it will be termed indiscipline on the part of the students. This is based on the fact that students can learn through observation and imitation of a role model (Bandura, 1977). In the same light, Tanyi (2008:148) explains that "we learn through imitation in a situation where we more or less reproduce the observed behavioral features of other members." This means that the level of students' discipline can be determined by teachers' behaviors. A disciplined teacher would certainly have a disciplined classroom and vice versa.

Pedagogically, the teacher can avoid indiscipline behaviors by arousing firstly student interest and readiness by learning objectives for the lesson before presenting materials to be learned. This is because what interests a pupil will motivate him or her, and what does not interest a pupil will not motivate him or her. If pupils perceive a subject, topic, or lesson as having a particular value for them, they will be more disposed to study it. On the contrary, if they find that the subject does not relate to their personal interest, they may respond negatively or apathetically (Tambo, 2003). This implies that teachers who always endeavor to link learning tasks to students' interests would likely have focused and disciplined students.

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

In order to maintain discipline, Dunkin (1987:38) calls for quality instruction, which is providing specifications of learning objectives and learning procedures to students, optional sequencing of learning activities, clarity of teacher language, and appropriate accommodation of special needs and characteristics of the learners. Finally, Chandler et al. (1977: 178) ponder that "a school is as good as its teachers." This means that disciplined teachers produce disciplined students while undisciplined teachers produce undisciplined students. A teacher, therefore, should be authoritative in the classroom. Being an authority and in authority is when they know their subject matter and how to present it, thus functioning as a leader and creating good discipline in their students. Being an authority, however, is when the teacher is able to keep their class under control (Salla, 2004 In Anja, 2006: 144).

Principal-Caused Discipline Problems

The principal of the school is the highest authority who directs and manages resources to enable the school to achieve its objectives. They assure the qualitative and quantitative output of the school system. Fonkeng & Tamajong (2009: 82) define leadership as "*the ability of a manager to influence subordinates to voluntarily make efforts towards achieving organizational goals*." To achieve this, they must use authority, which is necessary to get things done through people. The principal is accountable for the success and failure of the school. Obadire and Sinthumele (2021) noted challenges such as inadequate training of school governing body members, a lack of concern about learner aggression, parents not attending meetings, and power struggles within School Governing Bodies.

The principal should be a role model for teachers. If they do not enforce rules related to punctuality and diligence, most teachers will not take their job seriously. Failure to coordinate teachers to meet school objectives means a failure in their mission, likely reducing educational quality and leading to poor student performance in examinations. When teachers are undisciplined, students will imitate them, reducing the educational efficiency of the school. This leads to a waste of human, material, and financial resources. Additionally, there are ghost teachers who have left for other jobs, with some principals complicit in this by providing cover. Wilkins (1975:237) opines, "*The school head must ensure that staff are punctual, efficient in performing duties, and maintain the respect the profession commands from pupils and the public*."

Institutional Caused Discipline Problems.

Grambs (1970, p. 350) illustrates that "we may find discipline situations arising from the nature of the institution." It is very obvious that school compounds that are not surrounded by gates are likely to cause indiscipline, as many students find it easy to leave school at will. Another fundamental factor causing indiscipline in schools is the teacher-pupil ratio. In Cameroon, the number of students in one classroom is not supposed to exceed sixty. This figure is too high for a single teacher to manage. Nevertheless, each classroom often contains more than one hundred students. This makes the task of classroom management difficult, affecting student behavior. When the classrooms are too congested, it becomes difficult for both the teacher and students to meet set objectives, thus causing the school system to function inefficiently in terms of resource investments and output accountability.

Students Caused Discipline Problems

In the secondary school system, students constitute the highest population to be managed by a few teachers. At the same time, many of them are frequently involved in crimes such as truancy, drug consumption and abuse, fighting, stealing, and so on. Grambs et al. (1970:347) noticed that: "from time to time any student can rebel against alien subject matters, enforced inactivity, involuntary attendance, and tasks that are beyond their capacity. Sometimes, reactions to ordinary demands of the school are surprisingly violent, and individuals seem unable to adjust even for short periods to school expectations."

Students' behavior is a concern to every teacher. In the classroom setting, there may exist provocative personality relations among members in which some students will act like dynamites in combination with particular others while others can agitate and disrupt the whole class. In addition, some have specific individual character traits that make it difficult for them to adjust to classroom demands, and it becomes difficult for them to learn effectively. This is because "they lack the willingness to engage and persist in learning tasks" (Arends et al., 2001:172). This goes a long way toward creating poor educational effectiveness and efficiency within the school system as serious cases of indiscipline and poor performances in secondary school can be sanctioned through dismissal.

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

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

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

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

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

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

Dreikurs & Pear (1972) suggest that democracy should be maintained in the classroom, and certain consequences must follow certain behaviors. Grambs (1970: 389) posits that "democratic discipline stresses the joint responsibility of the teacher and the student in achieving a classroom atmosphere in which teaching and learning may take place". This implies that discipline can succeed when it really contributes to the development of individuals, enabling them to perform satisfactorily in their role as students. The teacher therefore has to collaborate with students as far as discipline measures are concerned. The formulation of classroom rules and regulations has to be a joint endeavor between the teacher and the students. However, if democratic discipline is an extreme form of permissiveness, then the classroom will become more chaotic.

Anja (2006:146) argues that "the democratic teacher is neither an autocratic nor a laissez-faire teacher but one who guides and teaches responsibility by sharing responsibility for different activities among learners in the classroom". The democratic teacher in this case gives students focus towards the attainment of objectives, but it does not mean that teachers will lose their authority as leaders. The concept of democratic discipline is tied to the social and emotional climate approach in classroom management which stresses building a good interpersonal relationship between teachers and students to optimize the teaching-learning process. This is opposed to the authoritarian approach in which the teacher has an obligation to strictly control students' behavior through the implementation of school-specific rules and regulations.

The ineffectiveness of the school system can also be seen in terms of teachers' inability to manage classrooms. In most classes, children form cliques or peer groups to oppose institutional authority. "[…] within the peer group of the class, there may be today not simply sub-groups representing constellations around starred pupils, and deviant or 'deliquescent' sub-groups who seek to oppose all forms of authority […]" (Morrish; 1978:250). These deviant elements in the classroom will normally pose a problem in the teaching-learning process in the school setting. This would certainly negatively impact the academic performances of pupils. It is for this reason that the teacher has to be very tactful in the classroom.

Classroom management is one of the pedagogic and didactic requirements that are indispensable in teaching learners. Every teacher has the obligation to lead students to success by carrying out proper classroom management. The academic success of learners depends on the manner in which trainers manage their

classrooms. All school success will always depend on salient conditions of order and personal efforts that characterize all learning environments (Belinga, 2005:87).

An untrained teacher cannot have a full or complete mastery of classroom management tools. Poor classroom management would likely breed failure and subsequent repetition. This is because in a poorly managed classroom there is a lot of indiscipline and a lot of disorder coupled with much delinquent behavior, which will not render the classroom environment conducive for learning to take place. This shows that good class management leads to quality learning and quality educational output, and this can only be engineered by an effective teacher through effective class management. Still in the area of class management, Banner et al. (2002:11) point out that a teacher may lack some important qualities and still do a good job, but teaching without authority is no teaching. If the teachers cannot dominate their class, all their efforts would remain sterile.

In order to maintain order in the classroom setting, the teacher must prove authority. This authority at the same time is not shown by beating pupils as is the case in most of our schools; but when a teacher is too relaxed, children might take them for granted. When they are taken for granted, they gradually lose their personality, value, and authority as a teacher. This goes a long way to disrupt performances because most learners might not take their work seriously. In order to maintain discipline in the classroom the teacher has to know that: "The problem of discipline is essential to the life of every man. Discipline is at the centre of all behaviours and activities of man in society" (Belinga, 2005 :91). This shows that the teacher has to be alert and exercise discipline because they must have cases of indiscipline in their class. Banner et al. (2002 :34-35) continue to stress that: "Discipline is an aspect of order. Discipline is both for the student and the teacher alike. There is no order without authority. Authority is a means of creating and making order and discipline to reign in the classroom." Morrish (1978:219) points out that "a school in which there are no rules and no punishment, or coercive sanction, is certainly not preparing the pupils for the sort of society in which they will participate, and to which they will in some way have to answer for their actions." In this case, we see that discipline is an important component in the teaching and learning process which must start with the teachers themselves. Based on the theory of learning by observation, children imitate their teachers a lot because they are considered as role models. So, if teachers misbehave, children would do the same and vice versa. It is when the teacher is fully disciplined that they can use their authority to maintain order in class. Recalcitrant teachers will negatively impact the teaching and learning process because their misconduct may hamper learning and bring failure and repetition.

RESEARCH METHODOLOGY

This study was designed to explore the association between school discipline and students' violent behaviors in GTS in Yaoundé. Data was generated through direct interviews with teachers and students. This study involved both quantitative and qualitative approaches. The quantitative approach included the use of questionnaires to collect data from teachers and students at Government Technical Secondary Schools. The qualitative approach utilized instruments such as interview guides and observation guides. The mixed-method approach, which combines quantitative and qualitative methods, was used to obtain information from different perspectives. The rationale for adopting this approach was that it enabled us not only to check the veracity of data collected but also to describe the problem under observation from various angles. This approach is relevant to this study because it enables us to corroborate and triangulate findings from teachers, students, and the school environment. The type of sampling technique used in this study was proportionate simple random sampling (SRS). Our sample consisted of 25 teachers and 193 students in selected technical secondary schools. The content validity of the questionnaire was established at 0.82, while the reliability index was 0.76.

Data Presentation

Descriptive statistics

Table 1 Background Information of Respondents

Items	Modalities	Frequency	Percentage
Sex	Male	91	47.15

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

Table 1 above presents data on respondents' backgrounds. Here we observe that 47.15% and 52.84% of the respondents were male and female, respectively. Concerning their educational level, 45.5%, 31.08%, and 15.54% were holders of an advanced level, bachelors, and master's degrees, respectively. Regarding professional qualifications, 7.77%, 45.07%, and 47.15% of the respondents held CAPIEMP, DIPES I, and DIPES II, respectively. In terms of working experience, 39.37%, 41.45%, and 19.17% of the respondents had work experience of 1-5 years, 6-10 years, and 11-15 years, respectively.

Table 2: Descriptive statistics on the use of teacher authority

	N	Min.	Max.	Mean	Std. Deviation
Most teachers are well discipline and are like role models to students.	193	1.00	3.00	3.8497	.73825
Some teachers involved in some delinquent behaviours like smoking, consumption of alcohol, quarrelling etc.	193	1.00	4.00	1.9430	.77853
Teachers give corporal punishment to recalcitrant students	193	1.00	4.00	1.2015	.82521
Teachers are very assiduous and committed to task execution	193	1.00	4.00	3.8446	.76150
Some teachers verbally assault students when they are offended by them.	193	1.00	4.00	1.2694	.92418
Teachers attitudes towards students who commit crimes are very negative	193	1.00	3.00	2.0207	.73569
Teachers are actively involved in implementing disciplinary measures laid down by the school.	193	1.00	3.00	2.0311	.76313

The use of the cane is very frequent in your school	193	1.00	4.00	1.2798	.90396
Teachers create a enabling learning environment to students and students do not learn out of fear.	193	1.00	4.00	2.1917	.84750
Valid N (listwise)	193				

The table on descriptive statistics (Table 2) below presents statistics based on teachers' characteristics and how they enhance student discipline in secondary schools. The first item reveals, with a mean of 3.8497 and a standard deviation of 0.73825, that most of the respondents disagreed with the statement that most teachers are well-disciplined and serve as role models to students. This is, however, true because we observed that many teachers are smokers and drinkers, and their students have already identified them as such. This means that some teachers negatively model bad behaviors in their students. In the second item, most of the respondents agreed, with a mean of 1.9430, that some teachers are involved in delinquent behaviors such as smoking, consuming alcohol, and quarreling. These vices are not supposed to be practiced in the school environment because it is a character-molding institution. In this light, most students will only emulate bad behaviors. Furthermore, the mean of 1.2015 in the third item indicates that respondents accepted that teachers give corporal punishment to recalcitrant students. This is one of the factors that engender students' indiscipline. It logically does not seem right for teachers to punish students for the same offenses they commit themselves. Teachers come late but are not punished; when students come late, they are punished. Students, therefore, may retaliate against such malpractice and unequal treatment. In the fourth item, respondents, in their majority (mean 3.8446), indicated that teachers are not very assiduous or committed to task execution, yet they keep punishing students, as indicated in item 8 where the cane is used to create fear in the learning environment (mean 1.2798). As such, they should not expect their students to be completely different. Some teachers verbally insult students, which could create enmity between teachers and students, potentially leading to several violent consequences for both. Note should be taken that students are adolescents and consider themselves young adults, and they also deserve respect from others, including their teachers. In summary, it could be said that most indiscipline behaviors in many schools are caused by teachers' indiscipline. Students' violence is often just a response to stimuli.

Table 3: Descriptive statistics on counsellor services

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

Counsellors are effectively using varied skills to handle serious cases of drug consumption and addiction among students.	193	1.00	4.00	3.0021	.76757
Valid N (listwise)	193				

The table above presents respondents' data (Table 3) on counselor commitment in handling students' violence in secondary schools. In the first item, most of the respondents disagreed that school counselors frequently hold seminars to reinforce students' ethics and moral behaviors. This suggests that guidance counselors are not fulfilling their roles as expected. Additionally, students do not attend counseling sessions, as indicated in the second item (Mean: 3.1451). These two statements suggest that guidance counselors do not conduct effective group and individual sessions. They are not adequately helping students to cope, and when students become frustrated, they easily react violently. This also indicates a lack of effective collaboration between the hierarchy and counselors to enhance student discipline, as shown in the fifth item. In the sixth item, most of the respondents disagreed (Mean: 3.2902) that counselors have been victims of students' violence in school. This is likely because most counselors perform administrative work instead of focusing on counseling and orientation. If they were to engage in serious interaction with the students, they might encounter individual differences and reactions, some of which could be violent in nature. In the last item, respondents disagreed (Mean: 3.0021) that counselors are effectively using varied skills to handle serious cases of drug consumption and addiction among students.

Table 4: Descriptive statistics on students' characteristics

	N	Min.	Max.	Mean	Std. Deviation
Many students are addicted to drug consumption and drug abuse.	193	1.00	4.00	1.0207	.68434
Students learn violent behaviours from their peers in school.	193	1.00	4.00	1.3420	.76182
Some students attitude towards schooling are not always positive.	193	1.00	4.00	1.9948	.72527
Many students are cigarette smokers, alcoholics, etc.	193	1.00	3.00	1.9741	.71760
The students-teacher–counsellor ratio is high and prevents effectiveness.	193	1.00	3.00	2.1865	.53660
Most students are involved in clubbing activities	193	1.00	3.00	1.7254	.67872
Generally students are very disciplined and do learn effectively.	193	2.00	4.00	3.6528	.60269
Valid N (listwise)	193				

The table above (Table 4) presents variations in students' characteristics in the secondary school. Regarding the first item, most of the respondents strongly agreed (mean: 1.0207) that many students are addicted to drug consumption and abuse. With these recalcitrant students in the school, it can be deduced that violence in the school milieu cannot be avoided. This category of students typically teaches their peers to become like them, and this is evident in the second item where most of the respondents agreed (mean: 1.3420) that students learn violent behaviors from their peers in school. This suggests that if the undisciplined students are dismissed from

the system, the school may be able to have morally virtuous students. In the third item, most of the respondents agreed that some students' attitudes towards schooling are not always positive. From observation, we noticed that many students prefer to spend time outside the classroom and off the school campus. Additionally, many students are involved in cigarette smoking, alcoholism, and various forms of crime. From the data collected, it's observed that students are responsible for various types of indiscipline in secondary school.

Table 5: Descriptive statistics on parent-teacher collaboration

	N	Min.	Max.	Mean	Std. Deviation
All Parents effectively attend PTA meetings	193	1.00	4.00	3.0052	.81966
Cases of indiscipline are discussed in PTA meetings.	193	1.00	3.00	3.0622	.68941
The establishment of school rules were done in collaboration with parents.	193	1.00	3.00	3.9845	.74636
Parents are aware of school rules and regulations.	193	1.00	4.00	3.4508	.90652
Parents are aware of their responsibilities towards the school.	193	1.00	4.00	1.4508	.89496
Parents collaborate with school administration/teachers to enhance effective discipline and learning.	193	2.00	4.00	3.6943	.59932
Teachers frequently collaborate with parents on students academic performance in specific subjects.	193	1.00	4.00	3.2073	.92902
Parents report cases of violence perpetrated by the children to school authorities.	193	2.00	4.00	3.2746	.57936
Parents are represented during disciplinary councils.	193	1.00	3.00	3.0518	.78223
Valid N (listwise)	193				

The descriptive statistics table above (Table 5) presents respondents' data on parent-teacher collaboration with the intention to curb or mitigate students' violent behaviors in the secondary school. In the first item, the mean of 3.0052 falls in the disagreement region, indicating that not all parents effectively attend PTA meetings. This implies that most parents are not interested in collaborating with the school authorities on the education of their children. In the second item, most of the respondents disagreed with the mean of 3.266 that cases of indiscipline are discussed in PTA meetings. This means that the school itself is not very prepared to handle recalcitrant cases in collaboration with parents. In the fourth item, we realize that most respondents continue to disagree (mean = 3.9845) that the establishment of school rules was done in collaboration with parents. This means that even if parents were to reinforce the rules, they would find it very difficult. In the fifth item, respondents disagreed (Mean = 1.4508) that parents are aware of their responsibilities towards the school. It's obvious that parents may be aware of their responsibilities, but the fact that they are not collaborating with school authorities is already an indicator that they are not fulfilling such responsibilities. It may also mean that they have transferred their responsibilities to teachers; but it's very difficult for the teachers and other school authorities to single-handedly tackle students' violent behaviors without the strong contribution from the home, which should be provided by parents. The means of 3.6943, 3.2073, 3.2746, and 3.0518 for items six to nine all fall in the area of disagreement and indicate that parents do not collaborate with school administration/teachers to enhance effective discipline and learning; teachers do not frequently collaborate with parents on students' academic performance in specific subjects; parents do not report cases of violence perpetrated by the children to school authorities; and that parents are represented during disciplinary councils in school. From all indications, discipline is not meted out to the

students in a collaborative manner. This is one of the reasons why school principalship is actually failing to build virtuous behavioral patterns in students.

Table 6: Descriptive statistics on students' violent behaviours

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

The descriptive statistics table above (Table 6) presents respondents' statistics on students' violent behavior in secondary school. The first item reveals, with a mean of 1.0052, that some students come to school with weapons such as needles, knives, bottles, and cutlasses. The presence of these instruments on the school premises renders the school environment virtually unsafe for both teachers and students. Consequently, teaching and learning cannot proceed effectively because they can be interrupted at any time. In the second item, respondents acknowledge that students use these dangerous instruments on their schoolmates, leading to bloodshed in the school environment. Additionally, students frequently attack teachers physically and verbally, accompanied by various forms of crime such as stealing, rape, sexual misconduct, and smoking. These recurrent violent behaviors are often copied by students with vulnerable minds.

Inferential statistics

Hypothesis one

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

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

Table 7: Correlations on Teachers' use of Authority and violent behaviours

			Teachers' use of Authority	Students' violent behaviours
Spearman Rho	Teachers' use of Authority	Correlation Coefficient	1.000	.625[**]
		Sig. (2-tailed)	.	.000
		N	193	193

Students' violent behaviours		Correlation Coefficient	.625**	1.000
		Sig. (2-tailed)	.000	.
		N	193	193
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above (Table 7) presents correlations between Teachers' use of Authority and students' violent behaviors. The p-value (0.00) is less than 0.05, which is the alpha. Based on this, we deduce that Teachers' characteristics have a significant influence on students' violent behaviors. The correlation coefficient is 0.625, indicating that Teachers' use of Authority as an independent variable influences students' violent behaviors by 62.5 percent. The correlation coefficient is positive, thus indicating that the better Teachers' use of Authority is optimized, the more students' violent behaviors are achieved.

Hypothesis two

Ha2: There a relationship between Counselor Effectiveness and Students' violent behavior

Ho2: There no relationship between Counselor Effectiveness and Students' violent behavior

Table 81: Correlations on Counselor Effectiveness and Students'violent behaviors

			Counselor Effectiveness	Students' violent behaviors
Spearman Rho	Counselor Effectiveness	Correlation Coefficient	1.000	. 737**
		Sig. (2-tailed)	.	.000
		N	193	193
	Students' violent behaviors	Correlation Coefficient	. 737**	1.000
		Sig. (2-tailed)	.000	.
		N	193	193
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above (Table 8) presents correlations between Counselor Effectiveness and Students' violent behaviors. The p-value is 0.00, which is less than 0.05, the alpha level. Based on this, we deduce that Counselor Effectiveness has a significant influence on Students' violent behaviors. The correlation coefficient is 0.737, indicating that Counselor Effectiveness as an independent variable influences Students' violent behaviors by 73.7 percent. The correlation coefficient is positive, indicating that the better Counselor Effectiveness is optimized, the more Students' violent behaviors are mitigated.

Hypothesis three

Ha3: There is a relationship between Students' characteristics and Students' violent behavior.

Ho3: There is no relationship between Students' characteristics and Students' violent behavior.

Table 2: Correlations on Students' characteristics and Students' discipline

			Students' characteristics	Students' violent behaviours
Spearman Rho	Students' characteristics	Correlation Coefficient	1.000	. 541**
		Sig. (2-tailed)	.	.000
		N	193	193
	Students' violent behaviors	Correlation Coefficient	. 541**	1.000
		Sig. (2-tailed)	.000	.
		N	193	193
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above (Table 9) shows the correlations between students' violent behaviors and students' discipline. The p-value (0.00) is less than 0.05, which is the alpha. Based on this, we conclude that students' violent behaviors have a significant influence on students' discipline. The correlation coefficient is 0.541, indicating that students' violent behaviors as an independent variable influence students' discipline by 54.1 percent. The correlation coefficient is positive, indicating that the more students' violent behaviors are reduced, the more students' discipline is improved.

Hypothesis four

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

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

Table 10: Correlations on Quality of Counselling and Students' discipline

			Parental collaboration with school administration	Students' violent behaviours
Spearman Rho	Parental collaboration with school administration	Correlation Coefficient	1.000	.632**
		Sig. (2-tailed)	.	.000
		N	193	193
	Students' violent behaviours	Correlation Coefficient	.632**	1.000
		Sig. (2-tailed)	.000	.
		N	193	193
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above (Table 10) presents the correlations between parental collaboration with school administration and students' violent behaviors. The p-value (0.00) is less than 0.05, which is the alpha level. Based on this, we conclude that parental collaboration with school administration has a significant influence on students' violent behaviors. The correlation coefficient is 0.632, indicating that parental collaboration with school administration

as an independent variable influences students' violent behaviors by 63.2 percent. The correlation coefficient is positive, thus indicating that the better parental collaboration with school administration is optimized, the more students' violent behaviors are reduced.

DISCUSSION OF FINDINGS

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

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

- ☐ How does Counselor Effectiveness influence Students' violent behaviors?

- ☐ What association exists between Students' characteristics and Students' violent behaviors?

- ☐ Is there a relationship between Parental collaboration with school administration and Students' violent behaviours?

Hypothesis one

The first hypothesis aims to assess the effects of teachers' characteristics on students' violent behaviors in GTS Yaounde. Statistically, the Spearman correlation of 0.625 indicates that teachers' characteristics influence students' violent behaviors by 62.5%. The level of significance (P-Value) of 0.00 indicates that the probability of making an error in accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that teachers' characteristics in secondary schools significantly affect students' violent behaviors. This result aligns with the principles of behaviorism, which suggest that human beings are both products and producers of their environment (Bandura, 1974, 1977, 1986). These findings corroborate Grambs' (1970: 350) observation that "there are discipline problems that arise from the inadequacies in the teacher, from his own intolerance or lack of insight into youth, which will respond only to critical self-analysis. Inadequacies in the teacher may be subdivided into a lack of social skills and a lack of teaching skills." Similarly, Zondo (2022) mentions that the use of punitive disciplinary techniques in schools results in several problems. These problems include an inability to reform a learner's conscience, a failure to achieve voluntary and cheerful self-control, and a failure to make the delinquent strive to do well academically. Punitive techniques do not foster obedience without fear but instead increase negative behavior, characterized by anger, hatred, malice, and avoidance, while serving only to harden offenders (Glen, 1981, in Zondo, 2022). Ngubane (2018) agrees that such an approach results in learners showing signs of being emotionally and/or physically scarred, or conversely, being overlooked – both perpetuating a cycle of violence and disciplinary problems in schools. In this context, Mlalazi (2015), Shukla, and Singh (2013) found that learners became desensitized and impervious to corporal punishment, aggravating rather than curtailing their misbehavior. Durrant and Ensom (2012, as cited in Ngubane, 2018:23) maintain that negative disciplinary measures (corporal punishment) have diverse unfavorable consequences, which include unwanted "physical, behavioral, cognitive, emotional, and social development outcomes."

Pedagogically, the teacher can avoid indiscipline behaviors by first arousing student interest and readiness and setting learning objectives for the lesson before presenting materials to be learned. This is because: What interests a pupil will motivate him or her; what does not interest a pupil will not motivate him or her. If pupils perceive a subject, topic, or lesson as having particular value for them, they will be more disposed to study it. Conversely, if they find that the subject does not relate to their personal interest, they may respond negatively or apathetically (Tambo, 2003).

This implies that teachers who consistently link learning tasks to students' interests are likely to have focused and disciplined students. When teachers/counselors present materials systematically and clearly, students will rarely disturb because the lesson is well understood. Here, most new and untrained teachers face serious problems controlling students' behaviors. Because of this, Grambs (1970: 346) notes that "one of the greatest

concerns of beginning teachers is establishing and maintaining order in the classroom […] Their ability to deal effectively with discipline problems may be confused by the conflicting suggestions of fellow teachers." It is evident that experienced teachers are better able to control students' disruptive behaviors than new ones.

To maintain discipline, Dunkin (1987:38) calls for quality instruction, which includes providing specifications of learning objectives and learning procedures to students, optional sequencing of learning activities, clarity of teacher language, and appropriate accommodation of special needs and characteristics of the learners. Finally, Chandler et al. (1977: 178) ponder that "a school is as good as its teachers." This means that disciplined teachers produce disciplined students, while undisciplined teachers produce undisciplined students. Therefore, a teacher should be authoritative in the classroom. Being an authority and in authority means knowing his/her subject matter and how to present it, thus functioning as a leader and creating good discipline among students. Being an authority, however, also involves the ability to keep the class under control (Salla, 2004 In Anja, 2006: 144).

The principal of the school is the highest authority who directs and manages the available resources to enable the school to achieve its objectives. The principal assures the qualitative and quantitative output of the school system. Fonkeng & Tamajong (2009: 82) define leadership as "the ability of a manager to influence subordinates to voluntarily make efforts towards achieving organizational goals or objectives." To achieve this, the principal must exercise a lot of authority, which is the ability to get things done through people. The principal is accountable for the success and failure of the school system.

The principal should be a role model for other teachers. If he does not enforce rules related to teachers' punctuality and diligence, most teachers will not take their job seriously. If he is unable to fully coordinate teachers to meet school objectives, it means that he has failed in his mission. This would likely reduce the educational quality as program coverage will not be effective, thereby leading to poor students' academic output in official examinations. By implication, when teachers are undisciplined in the execution of their duties, students will certainly imitate them and vice versa. This would reduce the educational efficiency of the school system and lead to a waste of human, material, and financial resources. It appears there are also a number of ghost teachers who have abandoned their teaching jobs for blue-collar jobs in other countries, with most principals being accomplices as they continue to provide them coverage. Above all, Wilkins (1975:237) opines that "the school head must ensure that his staff is punctual, efficient in performing all duties assigned, and maintain the respect which the profession should command from pupils and the public."

Hypothesis Two

The second hypothesis sets out to assess the effects of counselor services on students' violent behaviors in GTS in Yaoundé. Statistically, the Spearman correlation of 0.537 indicated that counselor effectiveness influences secondary school students' violent behaviors by 53.7%. The level of significance (P-value) of 0.00 reveals that the probability of making an error in accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that counselor effectiveness in secondary schools significantly affects students' violent behaviors. The quality of guidance counselors can be strongly determined by the professional training they received in training school. The implications for guidance and counseling are that the teacher has to recognize aspects of the home (for example, inept parents), society (violence, drugs, and other substances of abuse), and the school (school culture and ethos, rules, and regulations) that produce or determine negative perceptions of guidance counselors among students. It also has implications for changing behaviors by rewarding acceptable social norms. It is clear that it is not only learned behavior that can pose a problem according to behaviorists, but perceived behavior could equally pose a serious problem given that serious problems arise through the process of individual or group perceptions. Therefore, it is in the interest of guidance counselors to enhance their socialization rhythm to modify or completely change student perceptions about their services. This could go a long way in curbing students' indiscipline behaviors.

Also, strong collaboration between the guidance counselor and other education stakeholders could play a significant role in presenting the importance of guidance and counseling services to students on a regular basis. This could significantly affect students' perceptual processes. This means that the counselor has to apply the principles of social constructivism to enhance students' growth along the zone of proximal development regarding knowledge of guidance and counseling services. This will augment the frequency of visits and

interactions between learners and counselors, and mindsets will be subsequently modified. However, counselors must admit that most students develop negative attitudes toward counseling services due to ignorance, and if they know what they are supposed to know about the importance of such services, their mentalities will change as expected. It is, however, true that this change cannot be achieved by the counselor alone, but they are better placed to ignite the process and then incorporate other stakeholders if needed. The counselor, due to their training, has the right to use diagnostic skills in identifying and selecting extreme student indiscipline behavior cases for readjustments. This goes a long way in curbing indiscipline behaviors because extreme recalcitrant cases within the school could act as a contagion to increase even more severe cases of student misbehaviors, which would adversely affect students' learning. This is because behavior is not only perceived, but it is also learned; learned adverse behavior is also very dangerous (Bandura, 1974).

The environment is a crucial factor in determining student behaviors, especially through perceptions. This means that the social, physical, and psychological design of the school environment must focus on the inherent determinants that could influence students' indiscipline behaviors. Note should be taken that teachers, counselors, and administrators' indiscipline behaviors could also influence student behaviors, as teachers, administrators, and counselors are natural role models in every educational institution; students also learn or copy many behaviors from them either consciously or unconsciously. For instance, if a teacher or school administrator is a smoker, they must be aware that each time students see them smoking, either on campus or off, they have already learned that behavior from them. This stresses that some indiscipline behaviors portrayed by students could be caused by teachers and administrators as well.

Reference can be made to guidance counselor personal factors such as commitment and diligence to work, their attitude toward clients, their job, colleagues, and hierarchy. These are significant aspects used in this study to measure this construct. Biswalo (1996) noted that secondary schools have a two-fold crucial responsibility: to nurture students with varying abilities, capacities, interests, and unlimited potentials and to prepare those individuals to become effective, functioning members of their changing societies. Moreover, Mutie and Ndambuki (2002), as cited by Salgong, Ngumi, and Chege (2016), point out that most students in secondary schools are adolescents marked by emotional development that includes mood swings, enthusiasm, tenderness, cruelty, curiosity, and apathy, and is marked by an increase in crime and delinquency. For instance, secondary schools have been associated with students' unrest (Salgong, Ngumi, and Chege, 2016). This antisocial behavior could be a mirror image of violence. Individuals or collectives should eschew violence as a way of solving problems in favor of dialogue, as stated by Ndu (2004). Effective guidance and counseling services need to be based on a complete understanding of student experience. Thus, effective guidance and counseling services are crucial not only for students who deviate from norms but for all students, as noted by Mutie and Ndambuki (2004). Therefore, all students would require guidance and counseling services to develop their academic, social, and personal competence. Counseling is also a method of behavior change.

The government of Kenya recognizes the effectiveness of guidance and counseling. Infractions that require guidance and counseling, according to Salgong, Ngumi, and Chege (2016), include assault, arson, fighting, theft, vandalism, destruction of school property, harassment, riots, rape, and loss of lives. All these incidents of violence were supposed to push stakeholders to strengthen guidance and counseling services to enhance student discipline in secondary schools. The current obstacles to guidance and counseling in secondary schools in Cameroon include negative attitudes by teachers, parents, and school administration towards guidance and counseling services, as stated by Mutie and Ndambuki (2002). Another challenge was the incompetence among school counselors who were merely appointed by the Teachers Service Commission without proper training.

The status of guidance and counseling in enhancing student discipline in Cameroon has struggled with the problem of lack of recognition and realization of guidance and counseling as an integral part of education and the growth of every child. While some heads of schools made time available for counselors to provide counseling services to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it to after-school activities. They see the education of the child as merely the provision of academic knowledge and skills in reading and writing. Hence, most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later in life. Generally, students fail to cope with several situations such as unemployment, and if employed, they either fail to keep the job. There

is enough evidence that lack of guidance and counseling for students leads to indiscipline in schools, and this is what prevails in the majority of institutions.

Similarly, whenever students are less involved in decision-making, they are highly likely to react negatively by getting involved in indiscipline cases. Further, when the administration imposes things on students rather than focusing on dialogue, students become indisciplined. As evident from the findings, students engage in unfriendly behavior due to feelings of inadequacy, insecurity, and poor socialization. Cheating during examinations was also evident among the students, and in most cases, students cause havoc to find an excuse for their poor performance. Also, the status of guidance and counseling has been established in Yaoundé. Particularly, the lack of guidance and counseling has contributed to indiscipline cases. Guidance and counseling are not only for students who have deviated from norms but for all students. There is a lack of required facilities to nurture students to become functioning members of an ever-changing society. Study findings have shown that guidance and counseling play a key role in enhancing student discipline. Precisely, guidance and counseling help students make realistic decisions and overcome personality deficits. It helps students learn to deal with difficulties and to think critically about their lives and futures. Furthermore, it increases self-awareness and brings about behavior change for delinquent students. It is also evident that lack of guidance and counseling materials and private rooms has been a hindrance to effective guidance and counseling. Moreover, there is a lack of legal and policy framework, a lack of trained teacher-counselors, and too much workload for teachers, making it difficult for guidance and counseling to succeed in promoting student discipline (Salgong, Ngumi, and Chege, 2016). As much as it is true that teaching and learning cannot go on well without a disciplined atmosphere, as indicated by Nanyiri (2014), stakeholders still need to support guidance and counseling services in maintaining order among students.

Despite the crucial role of discipline in academic pursuit, policies seem not to be adequately implemented to render it most effective. These results corroborate the assertion of UNESCO (2000), which posited that guidance is a program of services to individuals based on their needs and the influence of environmental factors. This means that the counseling environment is a determinant of an effective counseling session in the sense that the counselee's comfort and openness to the guidance counselor strongly depends on it. This means that the more conducive and secluded the environment is, the easier the counseling session becomes. Counselors' offices are used by many people, and from this perspective, it becomes difficult for students to really open up to the counselors. This means that counselors would not be able to vividly diagnose the cause of indiscipline behavior in students in inadequate environments. Most of the time, gender disparity could create biases in counseling processes in cases where male counselors have female students as clients. The design of the guidance counseling environment in most cases gives reason to conclude that stakeholders do not really understand its importance in the education enterprise; whereas Collins (2002), as cited by Mikaya (2012), insists that guidance and counseling are important because they provide insight into working knowledge, skills, and attitudes. It is these attitudes, knowledge, and skills that act as determinants of most indiscipline behaviors. This is because indiscipline behaviors can be taught and can be learned from the individual's environment.

Based on this, Mikaya (2012) advises that it is necessary to assist young people to be disciplined and able to deal with the challenges and realities they face in their ever-changing environment, understand themselves, their academic, social, and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment, and advancement continue to dwindle. Counselors need to be very professional in handling them. Learners are counseled to alter any maladjusted behavior. Since most citizens are involved in the education process directly or indirectly, the impact of guidance and counseling in enhancing decent behaviors will remain real to them.

Hypothesis Three

The third hypothesis sets out to assess the effects of students' characteristics on their violent behaviours. Statistically, the Spearman correlation of 0.541 indicates that students' characteristics influence secondary students' violent behaviours by 54.1%. The level of significance (P-Value) of 0.00 reveals that the probability of making an error in accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that students' characteristics in secondary schools significantly affect their violent behaviors.

Dependence on drugs and/or alcohol is a worldwide problem. Drug abuse is defined by Ghodse (1991:8) as a persistent or sporadic excessive use of drugs inconsistent with or unrelated to acceptable medical practice. Narramore (1973:33) defines alcoholism as a disorder associated with the excessive use of intoxicating beverages. Alcohol use and abuse are certainly among the highest of all drugs affecting broad segments of the population. Most parents use alcohol to escape their family problems. The well-known ill effects of alcoholism are seen through domestic violence, child abuse, and loss of control (Cook 1993:201). McWhirter et al. (1998:48) find that parental alcoholism causes emotional damage and social adjustment problems among children.

According to Havemann and Lehtinen (1990:269), alcoholism results in poor relationships, problems, and break-ups of marriages or relationships. As Le Roux (1992:155) puts it: Alcoholism is a stressor, which disturbs family harmony, and leads to increased indecent aggressive activity. The home with an alcoholic parent is often characterized by family conflict, arguments, incongruent communication, spouse abuse, emotional neglect, and isolation of children. The children bear the emotionally disturbing experience for the rest of their lives and observe unpredictable behavior from the parent concerned, who says one thing and does another, leaving them not knowing what message to respond to (Lawson et al. 1983:175).

Children of alcoholics are exposed to the distressing situation whereby their parents refrain from disciplining them, but often abuse and neglect them and also assault each other. They are likely to behave more extremely (Hertzberger 1996:148). This results in children becoming tools in the struggle between parents (Royce 1989:142). They become terrified, having behavior problems within and outside the home, are confused, inattentive at school, hostile, rebellious, insecure, and defensive. Some act out their resentment and frustration by engaging in vandalism, truancy, and are characterized by neurotic disturbance, antisocial behavior, and suicidal tendencies (Saitoh, Steinglass, & Schuckit 1992:98).

Children of alcoholics are subjected to daily tension and pressure, which results in severe stress among school-going children. In these families, children's basic emotional needs are ignored, and their feelings are unacknowledged. They are provided with few concrete limits and guidelines for behavior. This ruins their lives and causes depression, temper tantrums, and disruptive classroom behavior (Wilson & Blocher 1990:100). Gress (1988:19) finds that emotional scars that children of alcoholics suffer are severe and their social development is retarded in such a way that the view they have of themselves is also distorted. Some children learn survival roles by being aggressive or choosing impulsive peers who agree with everything they suggest.

The aforementioned researchers emphasize that children from alcoholic families are at risk of psychodynamic problems, and their problems are beyond human understanding. The life they live is unbearable and characterized by anger and fear. They are not only angry with themselves for failing to smooth things at home but also with their parents who choose to live an unpredictable life. They live in fear that if their problems become known, they will never be given the same respect as their counterparts, their peers will laugh at them, and people will pity them as cowards (Gasa 2001:27).

Finally, these children, especially adolescents, use fantasies to work through unresolved feelings about their families. They bring to school family roles that allow them to survive in their alcoholic homes but only to find that these roles are dysfunctional outside the home. Since a home with alcoholic parents is often characterized by family violence, these children see school as a battlefield where they expose all the negative things that are happening at home. They see teachers and peers as rivals in their war. They punish them by not obeying the school rules, and this in turn affects their whole behavior (Gasa 2001:28).

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

Hypothesis Four

The fourth hypothesis sets out to assess the effects of Parental collaboration with school administration on Students' violent behaviors. Statistically, the spearman correlation of 0.632 indicated that Parental collaboration

with school administration influences secondary Students' violent behaviors by 63.2%. The level of significance (*P-Value*) of 0.00 reveals that the probability of making and error of accepting this result is zero. Based on this, we accept the alternative hypothesis and conclude that the Parental collaboration with school administration in secondary schools significantly affects Students' violent behaviors in the secondary school.

These finding match with Kunene (2020), who indicated that a lack of parental support also poses a challenge in contexts where stakeholders are attempting to implement a learners' code of conduct. Zondo (2016) found that many parents and educational stakeholders are not fully performing their roles in helping students behave appropriately in their schools.

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

Some parents practice aggressive acts against the children which sometimes take a form of unusually severe discipline or maybe cross the line and become child abuse. Child abuse is defined as any act of omission or commission that endangers or impairs a child's physical or emotional health and development (Pagelow 1984:48). Hertzberger (1996:8) gives an analysis of known cases of violence showing that at least one out of one hundred children is maltreated each year through physical, sexual or emotional abuse in America. Pagelow (1984:49) finds that, according to the earlier statistics in America from the National Center on Child Abuse and Neglect, over 1000 000 children are abused or neglected each year by their parents. According to Barth and Derezotes (1990:1), most American adolescents are abused during their high school years. There is an upward trend regarding child abuse. The statistics reveal that in 1993 about 17 000 children were abused and the number increased to approximately 36 000 in 1998 (Mwanda 2001:2). According to McWhirter et al. (1998:48) almost all children who are abused in their families find themselves at risk of future problems. Teenagers in these families have poor emotional and behavioral control. Some become easily upset, usually disturb the smooth running of the school with unusual behavior, and have discipline problems. Abusive parents destroy personal, social, moral and physical dimensions of the child's self-concept.

Robbins (2000:69) agrees: Physical abuse of children is a risk factor for violence in adolescence. Adolescents who are aggressive and violent are more likely to have experienced physical abuse during childhood. Tedeschi and Felson (1993:123) also concur that there is intergenerational transmission of violence. Children learn to engage in violence when they observe any form of physical punishment.

When the therapists were working with angry and abusive people, they find that these people were abused as children. As Robbins (2000:67) puts it: The findings indicate that there is greater chance of parents abusing their own children if the parents were themselves abused as children. The researchers found that the boys who continued to show aggressive patterns over a period of years were more likely to report that their parents used higher levels of punishment in disciplining them. These children are characterized by thoughts that they are bad, uncontrollable, and unlovable. Family abuse destroys their ability to trust and they end up being involved in abusive practices (Potter-Efron 1990:103). Children who have been physically abused are more likely to encode threatening aspects of social situations and to perceive threats in everyday experiences. This might expose the child to aggressive acts (Hill 2002:139).

According to Fraczek and Zumkley (1992:172) if the parents punish and reject the children, those children have a greater possibility of becoming criminals/delinquents. Baron and Richardson (1994:88) find these abusive parents as disinterested in their child's development, lacking warmth and affection, being indifferent or permissive towards their children's expressions of aggression. It is revealed in their study that severity of punishment at age eight was related to aggressive behaviour at ages eighteen and thirty. Some parents indirectly encourage their children to be aggressive. Antisocial aggressiveness developed because of the long-term impact of child rearing. Parents tend to practise aggression for aggression policy, for example, a boy should stand up for himself. He should learn to fight back when he is attacked (Berkowitz 1993:165). Berkowitz (1993:175) also identified some unpleasant conditions that provoke aggressiveness;

- Mistreatment

Parents can mistreat their children by being cold and indifferent, by inflicting brutal punishment, or not being clear and consistent in specifying what they expect of their children.

- Parental rejection Parents can be less affectionate.

- Harsh parental treatment Harsh, punitive parents are somewhat likely to produce highly aggressive and antisocial children.

According to Hill (2002:149), the parent's behavior increases the likelihood of the child showing further oppositional or aggressive behavior. Parents of antisocial children are found to be more inconsistent in their use of rules, to issue more, and unclear, commands, to be more likely to respond to their children on the basis of mood rather than the characteristics of the child's behaviour, to be less likely to monitor their children's whereabouts, and to be unresponsive to their children's prosocial behavior. Alien, Mauser, Eikholt and Bell (1994:536) emphasize the depression in these adolescents and lack of family cohesion and closeness. The externalizing symptoms and behaviors that they expose have been linked to parental rejection, lack of parental involvement, and harsh aversive behavior. The lack of relatedness between adolescents and parents may remove an important behavior-regulating influence within the family. This behavior-regulating influence is a desire to please parents and without it, externalizing and problematic behaviors become much more common.

Valois et al (2002:457) confirm that parental attitudes such as poor management practices, poor involvement, child maltreatment and interaction of the parent with the adolescent and poor bonding to the family put the adolescents at risk of misbehavior. Adolescents who have been both abuse victims and witnesses to family violence exhibit significantly more behavior and adjustment problems and are at high risk for violent behavior (Shahinfar, Kupersmidt&Matza 2001:137). This is also emphasized by Smith, Mullis, Kern and Brack (1999:135) who state that aggressive behaviour that leads to violent acts stems from a recurring pattern of physical abuse in the home. Parenting styles, the family atmosphere, variables of cohesion and adaptability, and levels of emotionality have their levels of influencing adolescent aggression. Family interaction patterns and parental discipline practices strongly affect the development of aggressive child behaviours (Szyndrowski 1999:9).

Robbins (2000:68) found that children exposed to harsh corporal punishment are apt to manifest a variety of emotional and behavioral problems. Corporal punishment places children at risk for maladjustment and individuals who were subjected to physically abusive parenting during childhood are at risk for drug use and other delinquent behaviors during adolescence. Harsh parenting might be expected to foster child aggressiveness. Family interaction patterns and parental discipline practices strongly affect the development of aggressive child behavior. Children who are raised in a discouraging environment may draw the conclusion that they are not worthy or good enough and do not have a place in the family. When denied anything, they respond in a way that usually is very painful to those around them, such as with physical or verbal aggression (Szyndrowski 1999:9). The hostile, erratic behavior of physically abusive parents often prevents an emotional bond from developing between the parent and child. Some parents fail to manifest consistency, caring and support, and their children are likely to show less conformity to parental values and standards of behavior. There is a relationship between exposure to severe physical discipline and a child's level of anxiety, depression, and self-esteem. Some children start to have low self- esteem, poor anger management, inability to solve problems and also display behaviors of the abuser, such as manipulation, poor impulse control, aggressive outbursts and inability to conform to the community rules (Szyndrowski 1999:11). They end up accepting that severe, coercive measures are a normal part of parenting, and as adults start to enact these parenting scripts to their counterparts. They see it as communicating the lesson that physical aggression is a legitimate strategy for resolving disagreements (Heavens 2001:97).

It has been demonstrated that the family sets the context in which children and adolescents learn to be aggressive. Excessive use of physical force on the child, or violence between parents may induce the child to act in an aggressive manner. Recent studies revealed that bullying was associated with experience of physical parental discipline style (Heavens 2001:97). Ziegler and Stevenson (1993:571) found that adolescents who are

delinquents had been abused and neglected. Having experienced abuse and disrespect from their parents, they learn aggression and exploitation as a means of negotiating life. They imitate their parent's behavior by exerting their strength on those who are less powerful. Even Adams, Gullotta and Markstrom-Adams (1994:69) confirm: Families can set the stage for anti-normative behavioral patterns in both male and female adolescents. Overcontrol and restrictive interactions between parent and child have been associated with aggression.

To be abused by a parent is a very traumatic event that breaks the bond between the child and the very same parent. It also disrupts the trust that the child has with the parent and eventually with any grown-up. The child ends up being so sensitive and resorts to aggressive behavior. The child also avoids any direct conversation with his\her peers, fearing that they might discover what has happened to him\her. This means the child loses adult and peer accompaniment and this has a direct impact on the development of the child as a whole. Some children resort to attention seeking by being disruptive and very aggressive (Gasa 2001:23). It has been emphasized that adolescents who were abused during their childhood are likely to be aggressive when they grow older. The abuse that they experience in their early life destroys their ability to trust people and leads them to believe that inflicting pain on others is the only acceptable norm.

For instance secondary schools have been associated with students' unrest. This antisocial behavior could be a mirror image of violence. Individual or collectively should eschew violence as a way of solving problems in favor of dialogue as stated (Ndu, 2004).

Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus effective guidance and counseling service are not only crucial for those student who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004).Therefore all students would require guidance and counseling service in order to develop their academic, social and personal competence.

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

The current obstacles of guidance and counseling in secondary schools since 1999 when guidance and counseling departments were established in all schools in the society to address academic career and discipline issues are negative attitudes by teachers, parents and school administration towards guidance and counseling service as stated by Muitie and Ndambuki (2002),another challenge was incompetence among school counselors who were merely appointed by Teachers Service Commission without proper training. Guidance and counseling status in enhancing student discipline in Kenya have struggled with the problem of lack of recognition and the realization of guidance and counseling as integral part of education and growth of every child. While some heads of schools made time available for counselors to provide counseling service to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it as an after-school activity. They see the education of the child as merely the provision of academic knowledge and skills in reading and writing. Hence most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on life. Generally student failed to cope with a number of situations such as unemployment and if employed they either failed to keep the job.

CONCLUSION

The study's findings suggest that there is a significant relationship between teachers' characteristics and students' violent behaviors. This implies that teachers' behavior, attitude, and characteristics play a crucial role in shaping students' behavior. The study also found a significant relationship between students' characteristics and students' violent behaviors, indicating that students' individual characteristics, such as personality, background, and experiences, can influence their behavior. The study also revealed a significant relationship between counselor

effectiveness and students' violent behaviors. This suggests that school counselors play a critical role in preventing and managing students' violent behaviors. Furthermore, the study found a significant relationship between parental collaboration with school administration and students' violent behaviors, highlighting the importance of parental involvement in students' education and behavior. The study concludes that school discipline is a critical factor in preventing and managing students' violent behaviors. The findings suggest that teachers' characteristics, students' characteristics, counselor effectiveness, and parental collaboration with school administration are all significant predictors of students' violent behaviors. The study highlights the need for a comprehensive approach to preventing and managing students' violent behaviors, involving teachers, students, parents, and school administrators.

RECOMMENDATIONS

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

The code of conduct for students has to be well articulated, properly uniformised and periodically reviewed to fit based on given contexts for proper implementation.

The government has to augment the quality of the training programs of guidance counselors since they are not really productive as expected. This would go a long way to boost the quality of guidance counselors through salient skills acquisition which will be useful not only in maintaining students' discipline overall guidance and counseling of the students either in group or individual counseling will be improved. This training could be optimized in the form professional growth or development programs especially for those who are on the field already. In the light the quality of internships should not be underestimated.

The government should equally improve on the securisation of secondary schools through the special police incharge of secondary schools.

Also school administrators should be aware that the student-counselor ratios are too high thus engendering counselor ineffectiveness. This large ratio could be reduced by augmenting the number of counseling staff within each school.

Guidance counselors, should be intrinsically motivated to do their job through sincere commitment and assiduity. Just being effectively present at job site is not enough. Effectively doing the job for which they are called to do would go a long way to enhance effectiveness in the process of guidance and counseling.

The teachers are the life wire of the educational system; and as such they have to really collaborate with school guidance counselor in maintaining proper students' disciplined behaviors. This is because indiscipline behaviors could pose severe impediments in the teaching learning transaction and prevent the school as an enterprise to attain its set objectives. This would normally lead to wastage of invested resources.

The parents are called upon to effectively collaborate with school authorities and especially with guidance counselors in curbing students' bad behaviors. This is because most of these bahaviors are learned at home and only manifest within the school context. This means that there are certain student misbahviors which can be stopped easily with parental collaboration.

Recommendations

Based on the study's findings, the following recommendations are made:

- Teachers should be trained on effective classroom management, student-teacher relationships, and conflict resolution to prevent and manage students' violent behaviors.

- School counselors should be trained and supported to provide effective counseling services to students, including individual and group counseling, crisis intervention, and referrals.

- Parents should be encouraged and supported to collaborate with school administrators and teachers to prevent and manage students' violent behaviors.

- Students should be provided with support services, including counseling, academic support, and extracurricular activities, to help them manage their behavior and achieve their academic potential.

Suggestions for Further Studies

A comparative study could be conducted to examine the differences in school discipline and students' violent behaviors between different schools and regions. An intervention study could be conducted to develop and evaluate the effectiveness of a school-based program to prevent and manage students' violent behaviors.

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