

# Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon

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## Abstract

This study explores students' indiscipline in secondary schools in Cameroon. The purpose of this research is to examine the familiar or common forms, the causes and probable ways to curb indiscipline in schools. The study made use of descriptive survey research design. The study was guided by four research questions whereas two hypotheses were formulated and tested. The sample comprised of 3,240 participants drawn from 120 schools (of the public, lay private and denominational schools) in four regions of Cameroon which were chosen by applying equal probability sampling technique. The instrument for data collection was questionnaire composed of thirty (30) items was used. The study used triangulation sampling techniques by applying probability sampling techniques (simple random sampling) to arrive at the sampled students of the target population and other participants. Stratified sampling was equally used since the nature of the sample population is heterogeneous. The study used triangulation sampling techniques by applying probability sampling techniques. Meanwhile probability sampling techniques included simple random sampling to arrive at the sampled students of the target population and other participants (teachers, discipline masters and mistresses, principals and vice principals). Stratified sampling was equally used since the nature of the sample population is heterogeneous. Descriptive statistics parameters included percentage and mean which were used in answering the research questions while one way ANOVA was employed to test the hypotheses at the 0.05 level of significance. The results showed that the familiar and common types of indiscipline as disobedience to teachers and school prefects included collective misconduct of students and unacceptable habits. Students' indiscipline behaviours were classified on three bases as follows: students-based, society-based and school-based causes. Possible remedies to curb indiscipline in secondary schools include moral leadership, moral education/instruction, education orientation and behaviour-accountability policy implementation. The recommendations made in this piece of work are that the government of Cameroon, Educationists, Educators, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and learning, adequate playing ground, and physical education. Moral education/instruction bodies must reinforce their efforts at ensuring that acceptable moral training is given to children.

**Keywords:** students' indiscipline, types, causes, possible solutions, secondary schools, Cameroon

## Abbreviations

LSA: Lower sixth Arts

LSS: Lower Sixth Science

U.S.A: Upper sixth Arts

USS: upper Sixth Science

PTA: Parent-Teacher Association

FGD: Focus Group Discussion

ICTs: Information and Communication Technologies

## 1. INTRODUCTION

The critical tool used in the transformation of individual in particular and the society in general. Secondary education in Cameroon is meant at preparing the learners for valuable living conditions within the society and training for further education. In order to live a valuable life within any given community and contribute towards the social, economic, and political development of the nation, the appropriate skills, values, attitudes, knowledge, and competencies must be impacted into the individual. Stakeholders have experienced magnificent increase in students' indiscipline in secondary schools in Cameroon. In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools in developing countries. Denga (1999) in his study identified indiscipline problems such as stealing, truancy, sexual offence, vandalism and cheating as destructive practices.

The percentage of students who drop out of school in most urban and rural areas of Cameroon, is on an increase. These students cultivate and demonstrate deviant behaviours and may never fulfill their potentials. They become burdens to the society. There is an outcry of Cameroon educators, administrators and parents about the increasing rate of indiscipline in Cameroon secondary schools. This observation unsettles the mind of patriotic Cameroonian since children are considered the future leaders of the country. As a result, any attempt to curb students' indiscipline in school would be highly welcomed by the government, educators, parents, teachers

and school administrators. The principal push of this study is to examine students' indiscipline in secondary schools in Cameroon and discover the frequent and familiar types, the causes and suggest possible solutions to curb this deviant behaviour.

Different authors have defined discipline in various terms. Adesina (1980:108), says that discipline is to teach the students manners on how show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students. Egwunyenga (1994) defined discipline as the training that enables an individual to develop an orderly conduct and self-control as well as direction. Peretomode (1995) maintains that discipline involves the ability to have self-control, restraint, respect for self and respect for others. Discipline according to Abubakar (2000) is the ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and depends on the state of mind of an individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct. However, Aguba (2009) while emphasizing Douglas McGregor's theory x, maintained that discipline is externally induced in individuals who do not succumb to established rules and regulations out of personal volition but out of fear of punishment or sanction. Rosen (1997) sees discipline as a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and as a system of rules. According to Slee (1995), discipline involves teaching and self-control. The United States department of Education 1993:1 in Rosen (1997) acknowledges that maintaining a disciplined environment conducive for learning requires an ethics of caring that shapes staff student's relations.

The public presumes that schools are the preferred environment to transform productive and useful citizens of any nations. Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most school which experienced frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. One can say that discipline comes through effective management of an organisation. Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values. It is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system (Edem, 1982). An undisciplined child is an uncontrollable child and can do any damage in school when he does not get what he wants (Asiyai, 2012).

Principals as administrative head or chief executive of the institution who plan, control, command, organise and coordinate all the activities that take place in the school and the principal is the president or ex officio of the disciplinary council; to try students whose conduct is not satisfactory (Mbua, 2003). In this connection, principals have records of students' indiscipline and are in better position to explain to other stakeholders, especially parents on the conduct of their children. Thus every school administrator requires a good measure of discipline in his school. Students' indiscipline is instigating a menace in all parts of the world in relation to children's affairs. In some parts of the United Kingdom, the rates of absenteeism, vandalism and delinquency are above average. Cases of high incidence of drug and drug related crimes in some parts of Britain are described as 'no-go areas' (Ken Reid, 2000). In Chicago, New York, Washington and Detroit pupil's violence in high truancy schools is rife; for example school-based robberies, vandalism, extortion and insolence to staff (Ken Reid, 2000). In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. Aguba (2009) noted that discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society.

### 1.1 STATEMENT OF THE PROBLEM

It has been realised that students' indiscipline in secondary schools in Cameroon has become a cankerworm that has eaten too deep into the students' moral up bring. Students have become uncontrollable and highly disrespectful to: themselves, teachers, school administrators, parents and to the society at large. Students portray different types of indiscipline behaviour among which include the following acts: boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/class mates, alcohol consumption, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting; among others. the extent to which students' indiscipline behaviours in school are correlated with are not known whether these influences emanate from the perspectives of their peer group, their parents' socioeconomic achievements, parent's attitude, teacher' attitude, school culture, climate and environment; and the magnitude of disorder it

triggers in school and what strategies should be put in place to curb this deviant behaviour. All of these are equally contributed to the fact that student come from different family backgrounds, economic status, cultures and values. Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007;); resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government. It is evident that most students' indiscipline and unrests are premeditated to cause maximum destruction. For instance, during the first term of the academic year 2005 and 2006, by then most secondary schools went on strike. The strike was prolonged in other schools than others. This proved that the years 2005 and 2006 saw a lot of students' indiscipline and unrest in public secondary establishments in Cameroon. There was an outcry from the public regarding this persistent problem. The students had boycotted classes and wanted school administration to look into their grievances. This has enabled the researcher to pose the question: *have parents, school counsellors and religious organisations in schools abandoned or neglected their duties in nurturing their children of becoming acceptable citizens of the community and the future?* With this nonchalant attitude, teachers find it difficult to motivate their learners to learn because they equally lack peace and motivation within the school.

Achievement of the goals of secondary school education largely depends on the positive disposition of students in their academic work and the instructional performance of teachers. A major task facing educational administrators is the continuous existence of the problem of dropout, deviant behaviours, examination malpractice, lateness and poor academic performance among students. Records showed that most of the students involved in cultism in higher institutions started it in their secondary school days. The need has therefore arisen for school administrators, teachers, parents and the general public to eliminate indiscipline in schools. Cameroonians cannot remain complacent when large human and material resources are wasted, indiscipline is rampant, an atmosphere of insecurity, frustration and instability are created in schools leading to ineffective learning.

Student-student relationships (peer-group) influences students' indiscipline as a result of unpleasant and unsustainable environment in which students' needs are difficult to meet and school curriculum is seen useless because it was adopted from the needs of the colonial masters of Cameroon.

Lack of self-discipline among students moved the researcher to find out the major causes and contributors of students' indiscipline in secondary schools in Cameroon and the interest and anticipation of finding long lasting solutions.

## 1.2 PURPOSE OF STUDY

The purpose of this study was to examine the most frequent types, causes and possible solutions to curb indiscipline in secondary school in Cameroon. The study was guided by the following three objectives:

- ❖ To identify the frequent and regular types of indiscipline in Cameroon secondary schools
- ❖ To survey the causes of indiscipline in Cameroon secondary schools
- ❖ To examine possible solution to the problem of indiscipline in schools

## 1.3 RESEARCH QUESTIONS

The following questions channeled the study:

- What are the most frequent types of students' indiscipline in secondary schools in Cameroon?
- What are the students-based causes that trigger students' indiscipline in secondary schools in Cameroon?
- What are the schools-based factors that cause indiscipline in Cameroon secondary schools?
- What are the societal-based factors that cause indiscipline in Cameroon secondary schools?
- What are the possible solutions to curb the identified causes of indiscipline in Cameroon Secondary Schools?

## 1.4 RESEARCH HYPOTHESES

Two hypotheses were formulated and tested in this study. These include:

- ❖ There is no significant difference in the views of principals, students and teachers on the causes of students' indiscipline in secondary schools in Cameroon.
- ❖ There is no significant difference among principals, students and teachers in their views on the identified possible solutions to indiscipline in Cameroon secondary schools.

## 2. RESEARCH DESIGN METHODOLOGY

### 2.1 Research Design:

Quantitative research design was employed for descriptive statistics thereby making use of cross-sectional surveys method. Quantitative approach is grounded on a positivist paradigm. This approach and design were the

best most suitable means to better explore the persistence of students' indiscipline in secondary schools in Cameroon. Via the administration of questionnaires, the researcher thinks that the common types of indiscipline, causes, and possible solutions of students' indiscipline and how the stakeholders concerned can best understand the problem and means/strategies of curbing the reoccurrence of indiscipline. Since most secondary schools in Cameroon have experienced persistent students' ill-discipline and each school has dismissed and suspended students from indiscipline act/behaviour, the survey approach will be the most suitable strategy. This is because through a survey, varied opinions or diverse views, experiences of a problem/phenomenon could be well explored intensively and thoroughly, including emotions which could not have been expressed by other approaches (Mariene, 2012; Creswell, 2009; Amin, 2005).

## 2.2 Population of the Study

The population was comprised of 10,000 students of public, lay private, and denominational secondary schools; 6132 teachers, 200 discipline masters and mistresses, 200 school administrators (principals and vice principals) of secondary schools in four regions of Cameroon. That is, two English-speaking regions (North West Region and South West Region) and two French-speaking regions (Western Region and Centre Region). The above mentioned categories of schools have experienced severe and those that have recorded less students' ill-discipline behaviours.

The target population comprised of senior students, (of Forms 4, 5 and High school students; i.e. lower sixth and upper sixth students), teachers, principals, parents, discipline masters and mistresses. It was important to sample institutions that had not experienced persistent students' indiscipline and unrests to be able to know the strategies they employed in maintaining school discipline. Considering that the schools are heterogeneous and they have recorded cases of deviant behaviours, it would be of great significance in realising the objectives of the research (Mariene 2012; Rudestam & Newton, 2007).

Teachers' participation was based on volunteerism and on the experiences of students' indiscipline since they interact with students on the daily basis and they perhaps have firsthand information on students' indiscipline.

Novice principals did not partake, only Principals with at least five years of experience took part in this study and considering their status as administrative head or chief executive of their institutions; who plan, control, command, organise and coordinate all the activities that take place in the school and the principal is the president or ex officio of the disciplinary council; to try students whose conduct is not satisfactory (Mbua, 2003). In this connection, principals have records of students' indiscipline and are in better position to explain to other stakeholders, especially parents on the conduct of their children.

## 2.3 Sample and Sampling Technique

The sample was made up of one hundred and twenty (120) secondary high schools, which were chosen by applying equal probability sampling technique. That is thirty (30) schools per region (10 public, 10 Lay private and 10 denominational high schools). Non-probability, purposive sampling technique was equally applied in selecting a total of sixteen (16) students per school (that is, two Arts and two science students of Forms 4, 5, Lower sixth Arts (LSA), Lower Sixth Science (LSS, Upper sixth Arts (U.S.A) and upper Sixth Science (USS), who have been recorded and sanctioned by the school for cases of indiscipline.

The sample comprised of three thousand two hundred and forty (3,240) participants; that is, 1920 senior students, 960 teachers (i.e. 8 teachers per school; one arts and one science teacher per class, for four classes), 120 senior discipline masters and mistresses (one per school), 120 principals (i.e. one per school), and 120 parents (one per school) of the above mentioned categories of schools that have experienced persistent and less students' ill-discipline behaviours. The sample size was determined by consulting the statistical table for determining sample size for research activities, Educational and psychological measurement 30, 608, Sage publications (Amin, 2005 p.454).

The research sampled institutions with recurrent students' indiscipline and violence, and those which are The study used triangulation sampling techniques by applying probability sampling techniques. Probability sampling techniques included *simple random sampling* to arrive at the sampled students of the target population and other participants (teachers, discipline masters and mistresses, principals and vice principals. *Stratified sampling* was equally used since the nature of the sample population is heterogeneous. Out of 384 students, 50% of the students (192) will come from government school, while both lay private and denominational schools shall provide equally 196 students (i.e. 96 students each). In schools with large enrollment and many DMs and SDMs, at most 5 of them would be randomly selected based on volunteerism. At most five participants would be selected from each school type.

The schools were located in urban and rural areas. Only principals and teachers with 7 years and above teaching experience and senior secondary school students in senior secondary schools were used for this study.

## 2.4 Instrument for Data collection

The instrument for data collection was a 30 item questionnaire patterned after 4 point rating scale of Strongly Agree (SA = 4), Agree (A = 3), Strongly Disagree (SD = 2), and Disagree (D = 1). The face and content validity of the instrument was done by two experts in educational management who read through the items and made useful suggestions which were incorporated into the final copy.

The instrument was administered by the researcher to the principals, teachers and students. The result of the split half reliability coefficient computed through Cronbach Alpha formula was 0.72. This is an indication of the items being internally stable and supports the use. One thousand Nine hundred and twenty (1920) copies of the questionnaires were administered but 1805 copies were retrieved valid for analysis of the data. The descriptive statistics of percentage and mean was used to answer the research questions while the parametric statistics of analysis of variance were used to test the hypotheses; the level of Significance was 0.05.

## 3. RESULTS

The findings of the study were presented following the order of the research questions and hypotheses.

### **Question 1: What are the common types of students' indiscipline in Cameroon Secondary Schools?**

Table 1: Identified Common types of Indiscipline in Cameroon Secondary Schools.

S/N	Cases relating to disobedience to school authority	Score	%	Mean
1	Assault and Insult on teachers and non-teachers	1440	68	2.71
2	Assault on school prefects	1568	71	2.84
	<b>Cases relating to the collective misbehaviour of Students groups</b>			
3	Vandalism	1860	79	3.17
4	Mass Protest	1480	69	2.76
5	Cultism	1680	47	1.86
	<b>Cases relating to poor habits</b>			
6	Speaking pidgin English	1990	83	3.32
7	Chewing gum in class	1520	70	2.80
8	Examination malpractice	1660	74	2.95
9	Wearing dirty and wrong uniform	1476	69	2.75
10	Fighting	1444	68	2.72
11	Drug abuse and alcoholism	1650	74	2.94
12	Idleness	1540	43	1.68

Source: Computed from field survey, 2013.

From table 1, the frequent and familiar identified types of indiscipline in Cameroon secondary schools are categorised into three major groups. The cases of students' indiscipline regard to the disobedience of students to school administration are assault and insult on teachers, non-teaching staff and school prefects. The instances of ill-discipline concerning collective misconduct of students include vandalism and mass protest. While cases of indiscipline relating to students poor habits are chewing gum in class, speaking of pidgin English, wearing dirty and wrong uniform, fighting, and examination malpractice.

### **Question 2: What are the students based factors that cause indiscipline in Cameroon schools?**

S/N	Items	Score	%	Mean
1	Low self-concept due to constant negative labels	1322	64	2.58
2	Abuse of Seniority by prefects	1654	74	2.95
3	Poor study habits	1855	79	3.17
4	Restlessness and Inattention	1433	68	2.70
5	<b>Total /Average</b>	<b>6264</b>	<b>71</b>	<b>2.83</b>

SOURCE: Computed from field survey 2013

From table 2, students-based causes of indiscipline what were identified in Cameroon schools are low self-concept, abuse of seniority, poor study habits and restlessness and inattention by some students.

**Question 3:** What are the schools based factors that cause indiscipline in Cameroon schools?

Table 3: Identified school based causes of indiscipline in Cameroon secondary schools

S/N	Items	Score	%	Mean
1.	Harsh school rules and regulations	1998	83	3.33
2.	Unconducive school environment	1170	88	3.52
3.	Poor leadership of some school administrators	1470	69	2.74
4.	Lack of extra-curricular activities	1880	80	3.20
5.	Poor teaching by some teachers	1750	76	3.05
6	Teachers lateness and absenteeism	1934	82	3.26
7	Overcrowded classroom	1790	78	3.10
	<b>Total /Average</b>	<b>11992</b>	<b>79</b>	<b>3.17</b>

Source: Computed from field survey, 2013.

Table 3, showed the various identified school-based causes of students' indiscipline in Cameroon secondary schools. These are teachers' lateness and absenteeism, overcrowded classrooms, unconducive school environment, harsh school rules and regulations, poor teaching by some teachers and poor leadership of some school administrators.

**Question 4:** Where are the society based factors that cause indiscipline in Cameroon schools?

S/N	Items	Score	%	Mean
1	Poor value system	1100	86	3.44
2	Injustice in the society revealed by favouritism, nepotism and corruption	015	84	3.35
3	Unwholesome mass media	2918	81	3.24
4	Unsatisfactory home condition in some homes	2900	81	3.22
5	Parental over protection of children	3116	87	3.46
6	Parental rejection of children	1676	46	1.86
7	Total / Average	16725	78	3.09

Source: Computed from field survey, 2013

From table 4, the identified society based causes of indiscipline in Cameroon secondary schools are: parental over protection of children, poor value system, injustice in the society revealed by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition in some homes.

**Question 5:** What are the possible solutions to curb indiscipline in Cameroon secondary schools?

Table 5: Identified possible solutions to indiscipline in Cameroon Secondary Schools.

S/N	Items	Score	%	Mean
1	Moral leadership and education.	1734	76	3.04
2	School authorities to be of good models.	1810	78	3.12
3	Provision of adequate facilities for teaching, games and sports.	1350	65	2.61
4	Involvement of students in making rules and regulations.	1920	81	3.24
5	Reduction of class size.	1830	78	3.14
6	Value re-orientation.	1630	73	2.92
7	Effective Parents Teachers Association (PTA).	2230	89	3.59
8	Emphasis on extracurricular activities.	1888	80	3.20
9	Positive teacher/students relationship.	1568	71	2.85
10	Provision of ICTs and internet in schools.	1348	65	2.61
11	High parental and school supervision and counseling.	2100	86	3.44
12	Enforceable rules & regulation..	2000	83	3.33
13	<b>Total</b>	<b>21408</b>	<b>77</b>	<b>3.09</b>

Source: Computed from field survey, 2013

Based on the statistics in table 5, the possible solutions to the problem of indiscipline in Cameroon secondary schools are: the provision of moral leadership and moral education in the schools, value re-orientation in the society, provision of adequate facilities for teaching, games and sports, reduction of class size, establishment of functional and effective parents-teachers association in schools, emphasis on extracurricular activities, positive teacher-student relationship, provision of information communication technologies and internet facilities, high parental and school supervision, counselling and through enforceable school rules and regulations and involvement of students in decision making as well as in formulating school rules and regulations.

**Hypothesis 1:** There is no significant difference among principals, parents, teachers and students on the identified causes of indiscipline in Cameroon schools.

Result in table 6 showed that the calculated F value of 0.00386 is less than the critical value of 2.68 at 0.05 level of significance. Hence hypothesis one is retained. This implies that there is no significant difference among the respondents in their opinion on the identified causes of indiscipline in Cameroon secondary schools.

Table 6: ANOVA Summary on identified causes of indiscipline in Cameroon Schools

Sources of variance	SS	MS	DF	F – cal	F –crit
Among group	437.1	82.3	3	0.00386	2.68
Within group	6,138,110.2	7,387.4	996		
Total	6138547.1	7469.7	999		

Source: Computed from field survey, 2013

**Hypothesis 2:** There is no significant difference among principals, parents, teachers and students on the identified possible solutions to indiscipline in Cameroon secondary schools.

The result in table 7 showed that the calculated F value of 0.00436 is less than the critical F value of 2.68 at 0.05 level of significance. Hypothesis two is therefore retained. Therefore, there is no significant difference among the respondents in their opinion on the identified possible solutions to indiscipline in Cameroon Schools.

Table 7: ANOVA Summary on identified solutions to indiscipline in Cameroon Schools

Sources of variance	SS	MS	DF	F – cal	F –crit
Among group	252.9	66.4	3	0.00436	2.68
Within group	8,315,235.6	111,377.2	996		
Total	8315488.5	11,443.6	999		

#### 4. DISCUSSIONS

The result of the study revealed that the common types of indiscipline in Cameroon secondary schools as cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective misbehaviour of students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms and examination malpractice. The findings of the study on disobedience to school authority like assault on teachers corroborates the reports of Ebontane (2006) who reported violence and insubordination to administrative staff, teachers and school prefects among secondary school students in Cameroon. In addition, this study has the support of Ken Reid (2000) who reported high rates of vandalism and insolence to staff in schools in Chicago, New York, Washington and Detroit.

As regards the students based causes of indiscipline, the result of the study showed that constant negative labels on students, abuse of seniority by school prefects, students poor study habits and students restlessness and inattention in class were the major factors. The excess energy accumulated by children kept passive and inactive for long tends to make them inattentive in class and restless. In addition, students may become restless and inattentive when lessons are boring due to acute shortage of instructional facilities and problems of curriculum. The use of constant negative labels on students by the teachers can make them to begin to build low self-concept by developing a negative frame of mind. Such student may begin to see himself as one who cannot perform well whenever the teacher is in the class, become deliberately rude to the teacher and may be withdrawn from activities.

The school based causes of indiscipline revealed by this study are teachers' lateness and absenteeism in class, overcrowded classrooms, uncondusive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators. This finding has the supports of Asiyai (2005). She reported that uncondusive school environment characterized by an acute shortage of facilities for teaching, games and sports, engendered unrest and crippled academic activities. In addition, Yaroson (2006) reported that unrealistic school rules were the causes of indiscipline. Rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed indiscipline.

The results further revealed the society based causes of indiscipline as parental overprotection of children, poor value system, and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition. The poor value system in Cameroon society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day. Unsatisfactory home condition breeds in children, a feeling of insecurity and frustration and thus contributing to the formation of deviant behaviour which they manifest at school. Some parents are too busy to keep their eyes on their children. Their children go out at will and return home any time they like. They do not even bother about the type of friends their children keep. Their children become morally loose. In school, such children have no respect for school rules and regulations and even they exhibit absolute disrespect for school authority.

In agreement with this findings Yaduma and Abdulhamid (2007) stated that the dynamic explosion of the mass media system through television, magazines and computer have contributed to the inculcation of deviant practices among most students in Cameroon. The finding also is in line with Danso (2010) who noted that some programmes which pupils watch on television promotes violence and pornography.

The findings on the possible solutions to indiscipline revealed provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of effective and functional Parent-Teacher Association (PTA), reduction in class size, schools emphasizing extra-curricular activities, involving students in making rules policies that affect them, positive teacher-students relationships, provision of ICTs and internet connectivity, high parental and school supervision and counselling and enforceable school rules and regulations. School administrators should devise means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction programme, involvement in the planning and implementation of co-curricular programmes, involvement in the control of students' behaviour and in deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship is attainable when teachers take cognizance of the child socially, psychologically and physically. Teachers must appreciate, understand and accept today's students. As a result, the social distance between the students and teachers should be reduced. In addition, with the provision of ICTs and internet connectivity in schools, students will spend most of their extra time searching for information and expanding knowledge rather than loitering about during such free periods. The results for the hypotheses revealed that there was no significant difference among the respondents in their views on the identified causes of indiscipline and possible solutions to indiscipline in Cameroon secondary schools.

## 5. CONCLUSION AND RECOMMENDATIONS

It is imperative to ensure that the good behaviour and conditions are inculcated, established and maintained for effective learning in schools. Consequently this study proffers the following recommendations:

- The government of Cameroon, policy makers, education reformers and school administrators should ensure that schools are provided with adequate facilities for teaching and learning, sports and games as well as information communication technologies and internet connectivity.
- Concerted efforts of stakeholders such as parents, teachers' non-governmental organizations, educational authorities, corporate bodies, past students and government should be made to find a lasting solution to the social menace.
- School administrators, parents and teachers must show good examples to students since they imitate and copy their behaviour.
- School administrators, teachers and parents should reduce indiscipline through increased supervision. Support staff can be used to assist teachers in classroom supervision especially in large classrooms.
- In cases of serious misconducts, parents of children should be invited to the school by the administrators.
- Teachers should correct students' mistakes with love rather than label them negatively.
- School curriculum should emphasize moral education for good character training.
- School administrators and teachers should provide moral leadership in schools.
- There should be re-orientation of the wider Cameroonian society. If the society is disciplined, the micro society will be disciplined.
- Parents, the school and religious bodies that are charged with moral training of children should ensure that sound moral education is given to children.

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