"Community Education, Psychology and Social Studies"

The Effects of Violence on Students' Discipline in Secondary Schools in the South West Region of Cameroon

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Abstract. This work studied the effects of violence on students' discipline in secondary schools in the South West region of Cameroon. The study was a mixed methods survey research design, the quantitative and qualitative approaches were used in collecting the data needed for the study. The reason for utilizing the mix method approach was to enable the researcher to exploit participants' opinions/views on the variable under investigation in greater detail and to complement the weaknesses of using exclusively, the quantitative approach. The sample constituted 349 personnel and 417 students. The respondents were sampled through purposive sampling, convenient sampling and proportionate sampling techniques. A questionnaire and an interview guide are the instrument used for data collection. The questionnaire data were analysed using frequency, percentages, Spearman's rho test and Chi-square test while the qualitative data were analysed thematically. The questionnaire/quantitative data were analysed with the aid of SPSS 23.0. The findings showed that 55.3% of the students used violence on class/school mates, and even on teachers. Statistically, the findings showed that there is a significant relationship between violence and students discipline (P =0.000< 0.05) and this relationship was supported with a high explanatory power of 86.3% with violence found having a negative implication on students discipline (R= -0.333[**]). Therefore, it recommended that strategies should be adopted by school administrations and policy implemented to curb indiscipline in secondary schools in Cameroon.

Key words: Violence, Discipline, Secondary School Students.

Introduction

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 (Ngwokabuenui, 2015).

In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools. The public presumes that schools are the preferred environment to transform productive and useful citizens of any nation. Decent discipline is one of the key attributes of effective schools and most schools which experience 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 organization (Agbenyega, 2006).

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). As such 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. Unfortunately, the researcher has observed that while in school, peer groups now become primary environmental influencers on their mentality and behaviour thus providing an enabling and supportive environment for them to engage in anti-social or immoral behaviours such as dishonesty, disrespect of elders, lies telling, stealing and other, disobedience and other forms of misconduct.

Ugwu (2010) posited that secondary school students indulge in deviant behaviours such as truancy, cultism, sexual assault, absenteeism, indecent dressing, disrespectful and dishonest to mention but a few. The finding is captivating because it goes along to showcase various misconducts prevalent among students. 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 fulfil their potentials (Ngwokabuenui, 2015).

Apart from negative peer influence which may be common in some school milieus, some contemporary families are made up of parents and siblings who may have fallen short of being role models and setting the pace for moral rectitude in children. As stated by Haynes (2006), parental attitudes and behavioural responses to right and wrong set the tone and the direction of the child's moral development. Haynes (2006) also says that by means of their example parents should endeavour to exercise a specific influence on their children which will continue when the parents are not present.

However, this study is focused on the issue of morality and discipline in school environments away from home. 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 schools which experience frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school.

The issue of discipline brings to light the urgent necessity for good moral behaviour among these students. Ugwu (2010) described morality as "the astuteness of one's conduct and behaviour which enhances good conduct and fair relationship. To Muraino and Ugwumba (2014) morality is collectively upholding of certain beliefs, ideas, values and behaviours, rules and regulations which are considered good, right and acceptable by the society and to which members of the society are bound. Unfortunately these morals as observed are seemingly absent in secondary schools today.

As such this study seeks to research on the effects of immoral behaviour on the discipline of secondary school students in the South West Region with focus on violence, social media, alcohol and drug abuse and their effects on the discipline of secondary school students in the Southwest region of Cameroon with a view of proposing solutions. This first chapter of the study includes a background to the study, statement of the problem, objectives of the study, research questions, research hypothesis, and justification, significance of the study, scope and operational definition of terms.

Background

Violence is the exertion of physical force to injure or destroy, accompanied by anger and hostility (Daniels, Marshall & Ochberg, 1970:59). It can also be defined as the immoderate use of physical force exerted for the purpose of abusing, damaging and violating another person, property or oneself (Bybee & Gee, 1982:119). It is any act where there is a deliberate attempt to inflict physical harm (Breakwell, 1989:8). All forms of violence are disruptive and the impact of violence contradicts commonly held values of personal, family and societal wellbeing (McKendrick & Hoffman, 1990:24-30).

Violence can take the form of natural violence or of man-made violence (McKendrick & Hoffman, 1990:12). School violence can be regarded as willful and illegitimate acts of man-made violence. Van den Aardweg and Van den Aardweg (1988:123) describe school violence as any behaviour of learners, educators, administrators or non-school persons, who attempt to inflict physical injury on another person or to damage school property.

Schools have become highly volatile and unpredictable places. Violence has become a part of every-day life in (some) schools. The Centre for the Study of Violence and Reconciliation (1999:5) lists a number of incidents where educators in the Gauteng Province of South Africa were murdered between January and July 1999. Sewsunker (1999:6) lists a number of incidences of violent actions that took place in KwaZulu-Natal schools. These incidents include murder, armed robbery, damage to, and destruction of school property, brawling, stone throwing, name calling, knife attacks and stabbings, beatings-up of educators by learners, hostage taking, sexual harassment, arson, physical assault, caching of weapons, drugs and stolen cellular phones.

Parents send their children to school in the hope of securing quality education for them in a safe and secure environment. They expect the school to be a safe and peaceful working and learning environment in which the learners can be educated and become responsible adults. The Centre for the Study of Violence and Reconciliation (1999:4) considers a school safe when it is a place where:

➢ learners can learn, develop and enjoy themselves and where teachers (educators) can teach free from threats of violence and crime;

➢ human rights are respected and a culture of teaching and learning is developed;

➢ parents are welcome for the exchange of ideas about learning and development; and

➢ the community can be involved in supporting and taking joint responsibility in interaction with teachers and school governing bodies. Unfortunately, as has been outlined above, these expectations have not been met in a number of schools in South Africa during the last three decades.

According to Van den Aardweg (1987:175), school violence has a deleterious effect on the morale of both learners and educators as it destroys the proper teaching and learning environment. The conflict generated by school violence affects learner-learner, educator-educator and learner-educator relationships (Ngcongo, 1995:18), and is, therefore, pedagogically unacceptable.

Because of the incidents mentioned above, learners, educators and principals feel that fear and insecurity prevent them from meeting their responsibilities of creating a culture of teaching and learning in schools (Zulu, 1999:125). This problem is exacerbated by the fact that many black secondary schools are still well-known for, inter alia, the following: low pass rates, unsustained school attendance, dropping-out due to pregnancy, drug and alcohol abuse, and gang activities (Christie, 1991:47).

Nxumalo (1993:57) adds the following list of aspects that impact negatively on the creation of a sound culture of teaching and learning: overcrowded class-rooms, high early drop-out rates, learners coming from disadvantaged backgrounds affected by poverty, overcrowding, unemployment, lack of recreational facilities and violence.

A survey of literature by (Zulu, Urbani, van der Merwe & van der Walt, 2004) was carried out for two purposes: (a) to understand the nature and extent of school violence as well as the factors that may give rise to school violence, and their impact on a culture of teaching and learning in schools, and (b) for the construction of a questionnaire on school violence and its impact on a culture of teaching and learning in a school. Literature studies were done on the terms 'violence', 'school violence' and 'a culture of teaching and learning' as well as on phenomena that might lead to school violence.

The following subjects were covered in the survey: Deficiency of family relationships , Socio-economic factors (such as acculturation, poverty, unemployment) , Psychological factors (such as disruptive factors in the learner's psychic life, learning difficulties of the learner), School factors (such as school governance, educators, principals, learners, peers) , Authorities and the community , Other factors (such as drug and alcohol abuse, alienation, conflict, the role of the media, discipline, racism) , Violence and impeded relationships (including learners' experience, life-world, their relationships with the physical self, social self, material self, psychic self, parents, peers, educators, principals, community, objects and ideas, moral and religious values).

It was concluded, on the basis of this review, that disturbances in the home and home atmosphere, the presence of negative socio-economic and psychological factors, a negative school atmosphere, unwise actions taken by authorities and the influence of unsympathetic communities can all potentially give rise to violence in schools. Unhealthy relationships can also lead to violence (Zulu, Urbani, van der Merwe & van der Walt, 2004).

It was also concluded that, if violence were allowed to spill over into the school, it could have a seriously detrimental effect on the culture of teaching and learning in the school. Since a culture of teaching and learning has a definite influence on the performance of the learners, a negative culture of teaching and learning can inhibit learner performance (Pacheco, 1996:56). The culture of teaching and learning is related to educator and learner morale. A plummeting morale amongst educators and learners can erode the culture of teaching and learning, and thus result in poor examination results (Meintjies, 1992:48; Pillay, 1995: 37; Coetzee, 1994:1-3).

Adolescents as a whole are among the groups that are the most vulnerable to violence. In addition, violence caused by adolescents is one of the most overt forms of violence prevailing in the society (Meclisi, 2007). WHO defines the 10–19 age group, the period after childhood before adulthood, as adolescence. This period is a dynamic period wherein physical, psychological, and social maturity reach completion and adulthood-specific roles, responsibilities, and behaviours are acquired. This age group is generally considered healthy (WHO, 2018).

Conversely, adolescents are both perpetrators and victims of violence, which does not only influence them but also affects their families, friends, and societies (Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002). Physical fights, bullying, and gun possession are crucial risk behaviours. In addition, using lethal weapons, such as guns or knives, is common (WHO, 2014).Violence is defined as deliberate, repeated or one-time rough infliction of pain and/or body injuries by another person that contains potential risk of physical harm and results of which may or may not be visible (WHO, 2006; Bilić et al., 2012).

The World Health Organization (WHO) defines violence as the deliberate use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. Every year, more than 1 million people die because of violence and several nonfatal injuries occur as well (Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002).

Moreover, violence adversely influences the quality of life apart from contributing to disease, death, and disability (Krug, 2002 & Türkiye, 2007). Because violence affects the lives of millions in the long term, it is a risk factor for lifelong health and social problems (WHO, 2014). Adolescents as a whole are among the groups that are the most vulnerable to violence. In addition, violence caused by adolescents is one of the most overt forms of violence prevailing in the society (Türkiye, 2007)

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Physical fights, bullying, and gun possession are crucial risk behaviours. In addition, using lethal weapons, such as guns or knives, is common (Krug et, al 2002 & WHO, 2014). Every day, approximately 565 people aged 10–29 years die because of violence (Krug et, al 2002).

According to a WHO study that was conducted in 133 countries, violence was observed among 26.0% of adolescents (WHO, 2014). A study in Turkey found 44.0% of high school students to be exposed to verbal violence, 30.0% to physical violence, 18.0% to emotional violence, and 9.0% to sexual violence (Haskan & Yildirim, 2012).

Adolescents who are involved in an act of violence during high school usually continue this behaviour during their adulthood (Krug et, al 2002). Thus, there is a need to study the dimensions of violent adolescent behaviour to improve the health of adolescents and reduce problematic behaviours associated with health. Interventions conducted in this period may prevent dangers arising from violent behaviour (WHO, 2014).

Physical violence is reported in the form of gang fighting and even shooting not only in less developing nations while in other hand in advance nations comprising United States, Australia and Canada (Yu, 2014). School and national level differences affect the level of physical violence acts in schools. Differences related to regulation of emotions, parental inequalities and home stress are particularly salient in the cross-national literature on physical violence among students inside school (Baker et al. 2005).

Individuals with physical and psychological violence may be violent in their daily life activities (Clark, Bloom, Hill & Silverman, 2009). Burton (2008) suggested that experience of physical violence has negative impacts on the cognitive and social development. Physical violence has been linked with the devastation of school possessions, violent corporeal interaction as well as stabbing with arms (Rintoul, 1999).

School violence is any type of physical, psychological, or verbal and/or sexual aggression among students, teachers, and/or school personnel toward a student (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019). On the other hand, bullying is defined as deliberate and repetitive aggressive behaviour over time, accompanied by an imbalance of power between the aggressor or aggressors and the victim. Bullying occurs only among students and can be categorized into four types: physical, psychological/verbal, sexual, and cyberbullying (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019).

These phenomena are still predominant problems in the school population and are associated with the development of emotional and behavioural problems among victims. In addition, they impact mental and physical health, and academic performance of victims (Hidalgo-Rasmussen et al., 2018; Jackson et al., 2019; Koyanagi et al., 2019; United Nations Educational Scientific and Cultural Organization [UNESCO], 2019).

Worldwide, 246 million children and adolescents each year are victims of any type of school violence or bullying (United Nations Educational Scientific and Cultural Organization [UNESCO], 2017). In relation to school violence, more than one-third of students have been physically attacked by their peers. On the other hand, the same study shows that 47.2% of 144 countries still allow physical punishment of school children by teachers in schools (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019). As for bullying, 32% of school children are victims of this social problem, the most frequent type being psychological/verbal (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019).

Experience of violence is a major public health problem with serious physical, mental, and

reproductive health consequences (WHO, 1997). Violence of all forms, including physical abuse and sexual coercion, are widespread in many countries. Several population-based studies from different countries show that between 10% and 69% of women report that an intimate partner has physically abused them at least once in their lifetime (Heise *et al*., 1999; Heise and Garcia-Moreno, 2002; Harvey *et al*., 2007), and between 6% and 47% of women report attempted or completed forced sex by an intimate partner (Harvey *et al*., 2007).

Young persons, including males and females are significantly affected by high levels of sexual violence (Harvey *et al.*, 2007). For example, a South African survey found that between 7% and 48% of adolescent girls and between 0.2% and 32% of adolescent boys reported that their first experience of sexual intercourse was forced (Harvey *et al.*, 2007). Studies confirm that violence is a major health problem affecting both male and female adolescents (Ajuwon *et al*., 2001a; Fawole *et al.*, 2002; 2003; 2005). One survey of young female hawkers shows that 65% of the sample had experienced physical violent acts including assault (Fawole *et al*., 2002).

An earlier survey of male and female adolescent students and apprentices aged 15-19 years found that about 55% of 1025 respondents had been victims of at least one sexually coercive behaviour, the most common being unwanted kiss and touch of the breast. Four percent of the same population had experienced rape which was perpetrated mainly by boyfriends and other persons well known to the victims (Ajuwon *et al*., 2001a). A review of the incidents of rape from police records in some Nigerian schools showed that within a year, a total of 124 cases were officially reported and all the victims were females whose mean age was 15.8 years (Shahu *et al*., 2004).

Aggressive behaviour has been observed among adolescents at school. Aggressive behaviour may lead to violent activities among the youth. These violent activities may be in different forms (Myles & Simpson, 1998). John (2013) conducted a study on factors of peer group fighting and concluded that school discipline and peer fighting have a correlation. Week school discipline clearly promotes peer fighting among students (p.29). Drug abuse and poor general health may also cause to the violent activities in the form of gangs in youth (Gilman, Hill & Hawkins, 2014). Peer fights and intergroup fights among students at school can result body injuries but is rare. Researchers have speculated that rates of body injuries at school have not increased over the year (Napolitano, 2010).

One of the most dramatic manifestations of school violence is related to sexual violence or abuse. A UNESCO report, which only included Central African countries, reported that 7.1% of women at age 15 were victims of sexual violence by their teachers. For example, in Liberia, one of the poorest countries in Africa, a high proportion of girls were found to be victims of sexual violence perpetrated by teachers and school religious personnel (Steiner et al., 2018). The same United Nations Educational Scientific and Cultural Organization [UNESCO] (2019) report indicates that there are little data and evidence of sexual violence perpetrated by peers or physical or sexual violence perpetrated by teachers in other regions, such as Latin America (Contreras et al., 2010; Eljach, 2011).

In relation to factors associated with school violence, it has been seen that physical violence appears to be more frequent among men either in the case of peers (57.3%) or school staff (33%) (Romaní and Gutiérrez, 2010; Miranda, 2016). On the other hand, psychological

violence seems to be more frequent in women (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019). Physical bullying is more prevalent among male students (García et al., 2010; United Nations Educational Scientific and Cultural Organization [UNESCO], 2019).

On the other hand, there are studies that show a higher prevalence of school violence in public schools compared to private ones (Romaní and Gutiérrez, 2010). Possible explanations could be related to the fact that public school children have lower socio-economic status and this could be related to social determinants of violence associated with poverty (e.g., parenting styles, lower level of parental achievement) (Due et al., 2009; Jansen et al., 2012; Tippett and Wolke, 2014; Knaappila et al., 2018).

A major form of violence that is common in schools today is physical violence. Physical violence among students has been mostly observed in school students. Physical violence experiences among students affect badly on the emotional and psychological health of students. Physical violent activities including slapping have also been found among the school educators and students. Physical violence is defined as deliberate, repeated or one-time rough infliction of pain and/or body injuries by another person that contains potential risk of physical harm and results of which may or may not be visible (WHO, 2006; Bilić et al., 2012).

Physical violence is reported in the form of gang fighting and even shooting not only in less developing nations while in other hand in advance nations comprising United States, Australia and Canada (Yu, 2014). School and national level differences affect the level of physical violence acts in schools. Differences related to regulation of emotions, parental inequalities and home stress are particularly salient in the cross-national literature on physical violence among students inside school (Baker et al. 2005).

Physical violence among students at schools is in experiences of teachers is a worldwide. Mestry (2012) stated that the concept of schooling and physical violence is associated with history of school (p.13). Leach & Salvi (2014) reported that schools in many countries have no clear policy on physical violence instead of body injuries and even murder cases. For example, study on school violence in Zambia reported that Zambian schools have no clear policy on physical violence instead of 1352 cases of murder were reported from 1974 (p.56).

Also, some South Asian nations have many laws to defend school pupils against severe corporeal attack, whereas in some different nations, several rules and legislation explain that parents and teachers have the right to use ferocious types of sentence if that sentence is "rational" or "adequate"; as well as it is supposed to be in the "greatest awareness of the school childerns" (UNICEF, 2001, p.8).

Ribeiro (2014) indicated that psychological and corporeal violence is linked with the nature of society. Physical violence incidents among students in school have been found more severe in violent societies. Poverty and income inequality are responsible for the violent crimes. Assault may also be associated with poverty and income inequality (Hsieh & Pugh, 2006).

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violence has been linked with the devastation of school possessions, violent corporeal interaction as well as stabbing with arms (Rintoul, 1999).

One of the most important doctoral study conducted in Brazil, the study revealed that most of the school students have been involved in corporeal battles in preceding the survey at schools. According to National Survey on Students' Health, the ratio of school children's between the ages of 13 to 15 are very high in Brazil whereas the Federal District presented a dominant number of students were informed corporal with fight compare to the earlier survey (Stelko, 2013).

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Drug abuse and poor general health may also cause to the violent activities in the form of gangs in youth (Gilman, Hill & Hawkins, 2014). Peer fights and intergroup fights among students at school can result body injuries but is rare. Researchers have speculated that rates of body injuries at school have not increased over the year (Napolitano, 2010).

Adolescents who are involved in acts of violence disrupt the proper functioning of the school with adverse effects on the stakeholders of these schools. Thus, there is a need to study the dimensions of violent adolescent behaviour to improve the academic and moral climate of schools and reduce problematic behaviours associated with the status quo. Interventions from empirical findings may prevent dangers arising from violent behaviour. It is therefore the aim of this study to determine the frequency of violent behaviours among secondary school students in from the perspective of indiscipline and moral behaviour so as to propose solutions.

Discipline in school is the concern of education stakeholders worldwide. Yahaya (2009) posited that discipline is a rudimentary ingredient that plays a crucial role in a school system, which consists on upholding the moral values of students. Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression. These include need for security, sexual activities, exploration and success. On the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance. Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society (Joseph, 2010).

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. As indicated in Nakpodia (2010) the doctrine of school discipline according to is based on the concept of "loco parentis" which allows school authorities full

responsibility for children's upbringing, the right of discipline and control.

Consequently, in the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or punishment, which may also be referred to as disciplinary procedure (Reyes, 2006). School discipline refers to regulation of children and the maintenance of order (rules) in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules (Reyes, 2006).

However research proffers that indiscipline is rather common in Schools with diverse effects on the teachers and the educational system. In countries like the United States of America 40 % of teachers have left the teaching profession due to disruptive behaviour problems (Mtsweni, 2008). He maintained that many teachers in American schools have sought transfer to schools with less behaviour problems, thus making some schools to be left in the hands of unskilled and novice teachers.

Smith and Smith (2016) explained that unruly behaviour of high school students and rampant cases of violence have led to exodus of urban school teachers to rural schools. A single act of unruly behaviour can have a lasting impact on student learning (Mezrigui, 2015). Ali, and Gracey (2013) noted that improved teacher-student relationship is important for building a noise-free classroom learning environment. Therefore principals and teachers have major roles to play in ensuring that a trouble-free school environment is created for improved connectedness, security and safety of student and better learning outcomes.

Rosen (1997) distinguishes the following ten types of disciplinary problems in secondary schools in California which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and leaving campus without permission. The other common types of disciplinary problems experienced in secondary schools in the West as mentioned by Mahoney, Donnelly, Lewis, & Maynard (2000) include fights, insubordination, and little support for educators, a general climate of disrespect, and distrust of the administration. These types of disciplinary problems mentioned above are similar to the ones observed in secondary schools in Cameroon.

McManus (1995) lists several types of misbehaviours which make the work of educators difficult such as, Missing lessons, absconding; Smoking in the toilets; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Threatening the educator; Leaving class early; and making side comments.

Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools in Nigeria, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been

reported of learners stabbing their educators and principals with physical weapons, and they also fight each other. Smith (1999) suggested some educators' opinions on violence in education which reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars. Media reports in Cameroon attest such violent acts as some student's murder and sometimes attempt to murder their peers and educators. There are also widespread media accounts that indicate pornography in secondary schools in Cameroon.

Smith (1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of; Verbal violence (name-calling, creating disorder, bullying);More serious behaviour, including vandalism, theft, blackmail; Extortions, or using a weapon on the school premises; Planned violence, which includes physical violence with weapons in or outside the school and the sexual harassment of girls. Umar (2014) argued that in many societies today there appear to be a high degree of immorality which is contrary to the expected behaviour of cultural people. In schools and colleges the situation is worse off. Today school absenteeism, disobedience, oppression, lying, fighting, stealing, impersonation and attacks are common. Also lateness to school skipping classes, vandalizing of school property and various form of occultism have become reasonable practice among our youths. The school is supposed to be the major institution for socializing it has in recent years become breeding grounds for acts of indiscipline (Umar, 2014).

Agboola and Salawu (2015) stated that immorality in schools can be traced to the interactions of two distinct yet overlapping environmental factors within and outside schools where students socialize. Buttressing this point, Arewa (2018) opined that family factors that encourage immorality could be traced to history of substance abuse, poor parent-child relationship, physical violence between parents and socio-economic status or influence of the family.

The school factors according to Asiyai (2015) and Ngwokabuenui (2017) include unsafe physical school environment, unconducive school environment characterized by acute shortage of learning facilities, school size, teachers' lateness to school, teachers-community relationship, teacher-teacher/principal relationship, poor classroom management/control, teacher-student relationship, teachers' humiliating and open abhorrence remarks as well as the lesser-faire attitude of the school management / administrator/ principals / proprietors coupled with the weak or absence of proper and close school monitoring by the stakeholders.

Other elements of immorality identified by Mathew (2017) include demonstration of unwarranted pride, arrogance, boastful attitude, envy, jealousy, unhealthy competition, gossiping, rudeness, whispering during class hours, bribery and corruption, disobedience, sexual perversions and pomposity. Generally, immorality in school implies not abiding by the stipulated rules and regulations or guiding conducts resulting in deviant behaviours which are multifaceted in nature. Mitigating the attendant menace of immorality in educational institutions at all levels will require a multi-dimensional approach for a blend of strategies involving all stakeholders. Although there are a number of literatures on the subject in nations, limited literature exists in the study area especially in secondary schools within the South West Region especially at a time when the media has revealed a series of immoral activities perpetrated by secondary school students. It is against this background

that this study was undertaken to unravel more of the status quo and to propose solutions.

Theory of psychosocial development - Erik Erikson (1968)

Erikson (1968) suggested a lot about identity, focusing mainly on the period of adolescence. He theorized that the primary goal in the developmental stage of adolescence is to answer the question who am I? He believed that the primary psychosocial task of adolescence is the formation of an identity and discovery of the self. Therefore he called the developmental conflict identity versus role confusion. There are several contributing factors to the formation of an identity. The onset of puberty during adolescence leads to new found cognitive skills and physical abilities. In addition, increased independence and autonomy leads to greater interactions with neighbourhoods, communities and schools.

According to Erikson (1968) posited that such independence allows the individual to explore vocations, ideologies and relationships. He paid particular attention to the career domain, stating, in general, it is the inability to settle on an occupational identity which disturbs most young people. New expectations of adult responsibilities are gradually assumed as the adolescent matures. With adulthood on the horizon, eventually the twin identity question emerges: who am I? and what is my place in this world? (Mc Adams, Josselson, & Lieblich, 2006).When the individual is able to assess his/her personal attributes and match these with few outlets for expression available in the environment, Erikson (1968) would say identity has been formed. However when the individual is unable to manage this developmental task, role confusion occurs.

From Erikson's perspective, identity refers to a sense of who one is as a person and as a contributor to society. It is personal coherence or self-sameness through evolving time, social change and altered role requirements. The formation of identity is a major event in the development of personality and associates with positive outcomes. As he indicated identity provides a deep sense of ideological commitment and allows the individual to know his or her place in the world. It provides one with a sense of wellbeing, a sense of direction in life and a sense of mattering to those who count identity is what makes one move with direction; it is what gives one reason to be. Erikson clearly believed that that having a solid sense of identity is crucial to further development. However not all people successfully resolve this task.

As posited in this theory role confusion can lead to a very different human experience. It causes the individual to seriously question one's essential personality characteristics, one's view of oneself and the perceived views of others. Consequently, the individual experiences extreme doubt regarding the meaning and purpose of their existence, leading to a sense of loss and confusion. In summary, Erikson (1968) believed that adolescence is a time in which identity normally becomes the focus of concern.

Erikson further emphasizes the seriousness of the crisis in this stage. The adolescent's interaction with the society is at a larger scale now, which brings about the idea that he has to integrate in the society by developing an identity that is approved by the society: The adolescent mind is essentially a mind of moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult. It is an ideological mind and, indeed, it is the ideological outlook of a society that speaks most clearly to the adolescent who is eager to be affirmed by his peers,

and is ready to be confirmed by rituals, creeds, and programs which at the same time define what is evil, uncanny, and inimical.

He emphasized the social cultural determinants of personality in his theory of psychosocial development. He opined that adolescent grapples with the question —who am I? Adolescents must establish basic social and occupational identities or they will remain confused about the roles they should play as adults. The key social agent for adolescent is the society of peers. He also theorized that teens must master important social and academic skills to boost academic achievement. Erickson saw the adolescent period as the stage where teens compare themselves with other peers (Anyi, 2017).

Erickson believed that human beings face eight major crises or conflicts during the course of their lives. Each conflict has its own time for emerging as directed by both biological maturity and social demand which developing people experience at a particular point in life and each must be resolved successfully in order to prepare the individual for a satisfactory resolution for the next life crises. During the identity confusion, the adolescent may feel he is regressing rather than progressing. In fact a periodical retreat to childishness appears to be a pleasant alternative to a complex involvement required of him in an adult society. The adolescent's behaviour is consistent and unpredictable during this chaotic state. Consequently, Educational stakeholders, Teachers, Parents and counsellors should put into cognizance adolescent chaotic stage when dealing them (Anyi, 2017).

The idea of abandonment of previous identification and formation of new identity is what makes this period problematic: in puberty and adolescence all sameness's and continuities earlier relied on are more or less questioned again. The growing and developing youths are primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are. Consequently, when the previous "sameness" is abandoned, it is only natural that some youths cannot go through this stage successfully and confront with role-confusion. As Erikson states the danger in this stage is that of role confusion.

In line with this study, the outcome of identity crisis such as increased independence and autonomy for secondary school students has seemingly led to greater interactions between the young people in Cameroon with their communities and schools as predicted by Erikson (1968). These youths are more attached to the neighbourhood and their peers. Some of them as observed by the researcher spend a time in snack bars, gambling houses and in night clubs with peers and romantic partners consuming alcoholic substances and abusing drugs, they often get drunk, confused and act very stupidly sometimes unconsciously. They also argue and fight over the outcome of their gambling pursuits as well as satisfy their sexual desires with their romantic partners, a situation which often arises as an outcome or consequence of too much drug and alcohol usage.

Unfortunately this sometimes happens during school hours when they ought to be in school studying. Equally, they sometimes do pick pocketing, theft and squander their fees or tell blatant lies to their parents in order to raise finances for such immoral and illegal activities some of which are perpetrated even within their schools. With the statuesque, their discipline is heavily undermined.

Still in line with this work, it has been observed as posited by Erikson that some secondary school students have lost sight of their true identity. They seem to be in a state of confusion.

This confirms Kroger (2004) who opined that due to changing physical, cognitive and social factors, nearly all adolescents experience some form of role confusion. The youths in secondary schools have lost sight of their identity and purpose. It is as a result of this confusion that they engage in outright disobedience, violence on teachers, gang fights, bullying of other students, absenteeism, lateness, use of fashion like uniforms and possession of violent weapons instead of concentrated on their studies and complying to school norms.

Research indicates that the most extensive advances in identity development occur during the college years (Waterman, 1985). Major gains are expected during college as students make important decisions that pertain to various life domains including occupation, friendship, romantic relationships, and religious or political beliefs (Waterman & Archer, 1990). College environments provide a diversity of experiences that can both trigger considerations of identity issues and suggest alternative resolutions for identity concerns (Waterman and Archer, 1990).

In addition, it is natural to assume that in determining one's identity, one would seek others within the same age group to grow and learn together and understand the social norms and values of society. In so doing the youth commonly engage in a common culture comprising different kinds of practices such as drinking of alcohol, smoking, dressing alike, dating, gambling and formation of gangs as part of conformity and the need to belong and be accepted by peers. In fact students are suffering from fanaticism whereby they tend to become fans of their peers and societal ills rather than followers of their self-norms and principles. This is a common situation in today's secondary schools where young people abuse alcoholic substances and drugs, wear clothes that expose their body parts to be seen, engage in sexual and intimate relationships as well as guess in sporting games like football to make money just because their friends do so.

Again, some psychologists believe that most youth proceed through a series of developmental changes. During these changes primary influences on their lives shift away from parents to friends. A major factor leading to the existence of the "youth culture" is the fact that adolescents pull away from their parents to establish their own identities in their new partial independent homes (boarding and non-boarding daily schools). This process is a developmental trend meaning that it is a "normal" life cycle process through which adolescent's pass as they move into adulthood. One explanation of how this process works was identified by Erikson (1968) who believed that humans have to resolve different conflicts as they progress through each stage of development in the life course.

Erikson (1968) argues that in order for teens to establish a sense of identity they must engage in exploration to find their own person. They can experiment in many ways such as music, dance, play, and make new friends, imitate stars in movie and sports and conform to their peer pressure. So some of them tend to must navigate through aspects of indiscipline like drinking of alcohol, smoking, and dressing, dating and gambling in a bit to find out what best suits them or better still who they really are.

The foregone is equally a clear picture of the scenario of secondary schools where many students most of them still teenagers live their homes and parental control and now become independent youth, living a life of their own and trying to establish who they really are. This

new and sudden independence paves the way for experiments and trials of all sorts motivated by the presence of peers and the nature of the environment or neighbourhood. The situation is described by Hall (1904) as the "storm and stress" of adolescents. Even though it can be rightly said that many students in universities are already in their twenties way above the adolescent stage, a majority of them still experience adolescence crisis often because they forfeited the adolescent experiences sometimes because of too much parental control, low socialization rate and sometimes too reserved nature. However the situation quickly turns around in the school environment with an outburst or sudden realization of the need to involve, conform and be recognized with other peers.

Statement of the problem

Immoral behaviour is the order of the day in most Secondary Schools in the South West Regions of Cameroon. This may be evident in the way some students behave in school as they absent from classes, appear very late, cheat during exams, bully their mates and teachers, use of alcohol, drugs and other dangerous substances, wear unauthorised uniform designs, gamble within classrooms and school milieu, use dangerous objects to injure and kill both peers and teachers or administrative staff, misuse of school fees and destruction of school properties just to mention a few. It may be possible that all of these exert a sobering social price which is the immorality and the effect is the falling standards of discipline of the youths who are allegedly regarded as leaders of tomorrow. These may have corrupted the sanity of students, schools and the society thus painting a negative picture of the schools and the education community at large. These may also inhibit both the immorality and discipline of the young people, militate against efficient and effective functioning of the schools and poses a barrier to wholistic moulding of youths as well as wastage of valuable resources. This study therefore seeks to understand the negative manifestation of immoral behaviour in secondary schools and how it affects discipline.

Objective of the study

Determining the extent to which violence affects students' discipline in secondary schools in the South West Region of Cameroon..

Research question

To what extent does violence affect students discipline in secondary schools in the South West region of Cameroon?

Methodology

The survey research design using the quantitative and qualitative approaches was adopted for the study. This design was chosen because participants are not to be selected from all Public secondary schools in South-West Region of Cameroon. Rather, participants will be selected from a fewer number of the public secondary schools to analyse their opinions/views on moral behaviour and its effect on students' discipline. This design is therefore very convenient to the present study as it targets thousands of secondary school students and teachers.

This study was carried out in the South-West Region of Cameroon, which is one of the ten administrative regions of the country. This Region is situated in the coastal area of the country, with Buea, being its Capital. The South-West region comprises of six

administrative divisions namely; Fako, Meme, Lebialem, Manyu, Ndian and Kupe Muanengouba Divisions. Each division is further split into sub- divisions.

The population of the study constitute of teachers and students of Public Secondary Schools in the South West Region of Cameroon. The reason for working with teachers, administrators (principal, vice principal and discipline masters) and students is that there are the internal stakeholders of the schools that do witness the day-to-day activities and events of the schools as they unfold. Therefore, working with these categories of persons, the researcher stands a better chance to get accurate data for the study. Table 1 below presents statistics on the number of personnel and students' enrolment in Public Secondary schools in the South-West region of Cameroon.

Table 1. *Statistics on Students' Enrolment and Educational Personnel in Public Secondary Schools*

Divisions	No of schools	Enrolment			Personnel		
		Boys	**Girls**	**Total**	**Male**	**Female**	**Total**
Fako	30	8302	12397	20699	2079	1229	2079
Kupe-Muanenguba	24	21	62	83	277	100	377
Lebialem	21	00	00	00	246	108	454
Meme	42	1376	1684	3060	559	385	944
Manyu	41	581	787	1368	197	162	359
Ndian	25	241	239	480	193	58	393
Total	**183**	**10521**	**15169**	**25690**	**1751**	**2042**	**3793**

Note. Regional Delegation of Secondary Education, 2019/2020

Statistics on table 1 indicate that the total number of teachers in Public secondary schools in the South West Region of Cameroon is 3793 with 1751 been male and 2042 female. As for the students' population, statistics showed that they are 25,690 with 10,521 been male and 15,169 been female.

The target population of the study comprise of teachers, school administrators and students in secondary schools in Fako Division, Manyu Division and Meme Division in the South West Region of Cameroon. These three divisions were chosen for the study for two main reasons. Firstly, they have a higher number of secondary schools, educational personnel and students than the other three divisions that will not be chosen for the study. The second reason is that because of the on-going arm conflict in the area of the study which has resulted to temporary closure of many of the secondary schools in Lebialem, Kupe Maunenguba and Ndian. Table 2 shows the distribution of the target population of the study.

Table 2. *Distribution of Target Population of the Study*

Divisions	No of schools	Enrolment			Personnel		
		Boys	**Girls**	**Total**	**Male**	**Female**	**Total**
Fako	30	8302	12397	20699	2079	1229	2079
Meme	42	1376	1684	3060	559	385	944
Manyu	41	581	787	1368	197	162	359
Total	**113**	**10259**	**14868**	**25127**	**2835**	**1776**	**3382**

Statistics on table 2 shows that in the three target division of the study, there are 3,382 personnel with 2,835 been male and 1,776 female while for the students, they are 25,127 with 10,259 been male and 14,868 female.

The accessible population comprise of schools, educational personnel and students in the following sub-divisions with the three Manyu division, Fako division and Meme division. In the Manyu division, respondents were sample from Mamfe central sub-sub-division only with the exclusion of Akwaya, Eyumojock, Upper Bayang sub-divisions. In the Fako division, respondents were sample from Buea, Tiko, Limbe 1, and 2 with the exclusion of Muyuka sub-division while in the Meme division; respondents were sample from Kumba 1, 2, 3 while Konye and Mbonge sub-divisions are out. The reason for excluding the other sub-divisions within the three targeted divisions of the study is because due to the arm conflict in the South-West region, which is one of the Anglophone regions, a good number of schools are not operational in those excluded sub-divisions because of high rate of insecurity for students and personnel. Thus, a good number of schools are mostly operational in the selected sub-divisions mentioned above because they are relatively calm than the others.

The sample size for the study comprised of 349 personnel out of 3,382 and 417 students out of 25,127. The 417 of the students that made up the sample for the study are students in form four, form five, lower sixth and upper sixth. The sample size of the study was estimated using the formula stated below. This formula was preferred over the Krejcie and Morgan table of sample size distribution because it gives the precise estimation with a known population (N) while that for Krejcie and Morgan is in ranges. The formula was used to estimate the number of students and educational personnel to be sample independently. During the calculation of the sample size for teachers, a design effect of 1.0 was used because of the difficulty in getting them while, for students, a design effect of 1.1 was used to technically increase their sample size so as to increase the variability of the study. Also, the reason for using the design effect of 1.1 for the students is because they are easy to get. Therefore after the sample size for the students was calculated using the formula stated below, the value derived was multiply by 1.1 to give us a sample of 417. In total, 766 respondents were sample for the study.

$$\frac{NZ^2P(1-P)}{d^2(N-1)+Z^2P(1-P)}$$

Where:

N=Total number of participants =2718

Z= Z value corresponding to the confidence level, =95%

d= absolute precision =5% (It should be noted that the smaller the precision, the higher the sample size and the more reliable the findings). A precision value of 5% was them considered acceptable for a good statistical significance.

P=expected proportion in the population =50% for optimal sample size estimation.

Table 3. Distribution of Sample

Divisions	Students		Personnel	
	Total	**Sample**	**Total**	**Sample**
Fako	20699	343	2079	215
Meme	3060	51	944	97
Manyu	1368	23	359	37
Total	**25127**	**417**	**3382**	**349**

Table 3 showed that out of the 417 students that constitute the sample size, 343 of them were sample in Fako, 51 from Meme and 23 from Manyu divisions. For the teachers, out of 349 of that equally made the sample of the study, 215 of them were sample in Fako, 97 from Meme and 37 from Manyu. Although statistics on table 1 and 2 show that Meme and Manyu divisions had more schools than Fako, which were supposed to have more personnel and students, the reverse is true. The reason for this is because in the Meme and Manyu divisions, only a few schools are operational in a fewer number of sub-divisions. Thus, many parents have enroll their children in schools in the Fako division because it is relatively calm compared to other divisions in the South-West region hit by the Anglophone conflict.

The sample distribution as shown on the table above was calculated using the simple proportion rule. For example, with the students, the number of them in each division was multiple by the sample size (417) and then divide it by the total number of students in all the three divisions (25127). This was the same technique apply for the teachers as well. The reason for using this simple proportion rule in the sample size distribution per division was to avoid bias in the distribution of sample size.

The purposive sampling technique, convenient sampling technique and proportionate sampling techniques are the three types adopted for the study. The purposive sampling technique was used because Fako, Meme, and Manyu divisions were intentionally selected for the study with the exclusion of Lebialem, Kupe Manuenguba and Ndian divisions. The reason for intentionally selecting the three above mentioned divisions is because due to the on-going conflict in the Anglophone region, a good number of the schools are functional while in the other divisions excluded for the study, a majority of the schools are not operational. Also, the purposive sampling technique was used because as for the students, the researcher intentionally prefers to work with those from form four, five, lower sixth and upper sixth. The reason for this choice is because a majority of the students in these classes are matured enough. So, they stand a better chance to provide accurate responses to the questions on the questionnaire than those of the lower classes.

On the contrary, although there is also insecurity in the Fako, Meme and Manyu divisions, a good number of the sub-divisions in these three divisions are relatively calm with many schools operational under appropriate conditions. Thus, this also accounted for the reason within the three divisions; schools were purposively selected from a specific number of sub-divisions.

Furthermore, the proportionate sampling technique was used because the sample size for the

study was scientifically estimated and the number of participants to be sampled from each division was calculated proportionately to avoid bias in the distribution of the sample size. Finally, the convenient sampling technique was adopted for the study because participants are going to be sampled based on their availability and willingness to participate in the study as participants will have to take part in the study without any form of persuading them. However, because the convenient sampling technique is another form of random sampling, each of the educational personnel and students will have an equal chance to partake in the study.

The main instrument used in this study is the questionnaire and an interview guide. The questionnaire was used for students.

The face-to-face administration was used by the researcher. Prior to the administration process, a letter of introduction was obtained from the faculty of education to bear testimony to the fact that the investigator was a registered student of the said faculty on research, seeking data solely for the purpose of research. The letter is aimed at enabling the researcher to gain easy access to different locations and participants of the research area. The researcher personally conducted and supervised the distribution and administration of the questionnaire. The administration of the instruments in secondary schools tied with the sampling techniques of the study. As for the students, the questionnaire were administered to them in various classes and during break period and, all the answered questionnaire were collected on the same spot upon completion.

As for the interview guide, the investigator conducted it in locations agreed upon with the respondents. Two methods were used in conducting the interview which are the written and oral method. For respondents that feel comfortable with the overall method, during this process, the questions were read out to the respondent's one after the other and their voices recorded. On other hand, for those respondents that did not wanted their voice to be taped recorded, the interview guide was given to them with spaces provided for them to fill in their responses at their own convenient time. In conclusion, all data collected was done using the direct delivery technique/face-to-face interaction with respondents.

The data collected from the field was first process using EpiData software. This software was used to enter all the quantitative data collected for the study whereby, all the participants' responses were keyed in, in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering and the questionnaires were also be assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual responses of participants and to ease verification in areas of uncertainty if they arise.

After the data were completely entered for all the participants, the data based was exported to SPSS version 25 for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data were thoroughly checked for possible errors, the quantitative data were analysed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable for a quick overall

comprehension of the findings from each research question. To test the hypotheses of the study, the Spearman rho test was used because the data for the variables were not normally distributed based on the statistics of the test of normality assumption trend of the data. The testing for normality assumption of every data is very important in order to avoid committing the type 1 or 2 hypothesis errors thereby, using the right test.

In addition to the Spearman's rho test, the Chi-Square test was also used in the study. The purpose of using the Chi-Square test was aimed at comparing drug use, alcohol use, social media abuse, and display of violence by students by their demographic data such as age, class, sex, family income, proximity of school to bars/snack/night and proximity of their school to gambling agents or casino.

On the other, the qualitative data derived from open ended questions were analysed using the thematic analysis approach with the aid of themes, groundings/frequency and quotations. The themes refer to the umbrella words which capture the main idea of the participants' statements. On the other hand, groundings also call frequency represent the number of time that a particular theme/concept surface from the direct statements of the participants. However, it should be noted that in the context of thematic analysis, a theme with a grounding of one is also important like a theme with a grounding of more than one. Finally, findings were presented using frequency distribution and thematic tables and on charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

Findings

The findings of this study are presented according to the research question under investigation

Research Question: To what extend does violence affect students discipline in secondary schools in the Southwest region of Cameroon?

Table 4. Appraisal of School Violence by Students

Items	Stretched					Collapsed	
	Strongly Agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
Sometimes I pick on my classmates until I get what I want from them	160 (38.8%)	124 (30.1%)	70 (17.0%)	29 (7.0%)	29 (7.0%)	284 (68.9%)	58 (14.1%)
I like to taunt others so they will notice me	15 (3.6%)	25 (6.1%)	35 (8.5%)	186 (45.1%)	151 (36.7%)	40 (9.7%)	337 (81.8%)
Some things have to be solved by force	98 (23.8%)	124 (30.1%)	78 (18.9%)	53 (12.9%)	59 (14.3%)	222 (53.9%)	112 (27.2%)
I usually use foul language at school (swear words, insults, nicknames	51 (12.4%)	91 (22.1%)	81 (19.7%)	107 (26.0%)	82 (19.9%)	142 (34.5%)	189 (45.9%)
At school, I sometimes solve my problems using force	160 (38.8%)	179 (43.4%)	44 (10.7%)	8 (1.9%)	21 (5.1%)	339 (82.3%)	29 (7.0%)
I sometimes control my friends through threats	135 (32.8%)	229 (55.6%)	21 (5.1%)	13 (3.2%)	14 (3.4%)	364 (88.3%)	27 (6.6%)
I sometimes insult classmates I	152	124	75	14	47	276	61

don't like	(36.9%)	(30.1%)	(18.2%)	(3.4%)	(11.4%)	(67.0%)	(14.8%)
I think it's okay to hit if I'm insulted.	20 (4.9%)	39 (9.5%)	90 (21.8%)	144 (35.0%)	119 (28.9%)	59 (14.3%)	263 (63.8%)
Sometimes, violence is okay to defend oneself	118 (28.6%)	110 (26.7%)	93 (22.6%)	35 (8.5%)	56 (13.6%)	228 (55.3%)	91 (22.1%)
I'd like to hit those who insult me.	146 (35.4%)	96 (23.3%)	65 (15.8%)	27 (6.6%)	78 (18.9%)	242 (58.7%)	105 (25.5%)
Sometimes, when insulted by a classmate, I'd defend myself by attacking.	145 (35.2%)	149 (36.2%)	38 (9.2%)	25 (6.1%)	55 (13.3%)	294 (71.4%)	80 (19.4%)
I it think it's good to learn to defend myself physically	153 (37.1%)	126 (30.6%)	72 (17.5%)	41 (10.0%)	20 (4.9%)	279 (67.7%)	61 (14.8%)
I think it's okay to fight to help a friend	78 (18.9%)	116 (28.2%)	96 (23.3%)	76 (18.4%)	46 (23.2%)	194 (47.1%)	122 (29.6%)
*It is normal to insult, assault or use weapons on my teacher when he tries to correct me in front of my mates	7 (1.7%)	8 (1.9%)	6 (1.5%)	83 (20.1%)	308 (74.8%)	15 (3.6%)	391 (94.9%)
Multiple Response Set (MRS)	**1431 (26.7%)**	**1532 (28.6%)**	**858 (16.0%)**	**758 (14.2%)**	**777 (14.5%)**	**2963 (55.3%)**	**1535 (28.7%)**

*Item excluded from the calculation of MRS

Based on school violence, findings showed that a majority of the students 68.9% (284) accepted that sometimes they pick on my classmates until they get what they want from them. Also, 53.9% (222) of the students accepted some things have to be solved by force. The findings equally showed that 34.5% (142) of the students accepted that they usually use foul language at school (swear words, insults, nicknames). Furthermore, a majority of the students 82.3% (339) accepted that at school, they sometimes solve their problems using force. Also, 88.3% (364) of the students accepted that they sometimes control their friends through threats. Findings equally revealed that 67.0% (276) of the students accepted that they sometimes insult classmates dislike.

The findings also showed that 55.3% (228) of the students accepted that sometimes, violence is okay to defend oneself. The findings equally showed that 58.7% (242) of the students accepted that they like to hit those who insult them. The findings equally showed that a majority of the students 71.4% (242) accepted that sometimes, when insulted by a classmate, they should defend theirself by attacking. In the same trend, 67.7% (279) of the students accepted that it is good to learn to defend oneself physically. Finally, the findings showed that 47.1% (194) of the students accepted that it is okay help a friend by fighting. In overall, the findings showed that 55.3% of the students used violence on class/school mates while 28.7% of them do not and 16.0% of them neutral. This overall finding is also presented on the figure below.
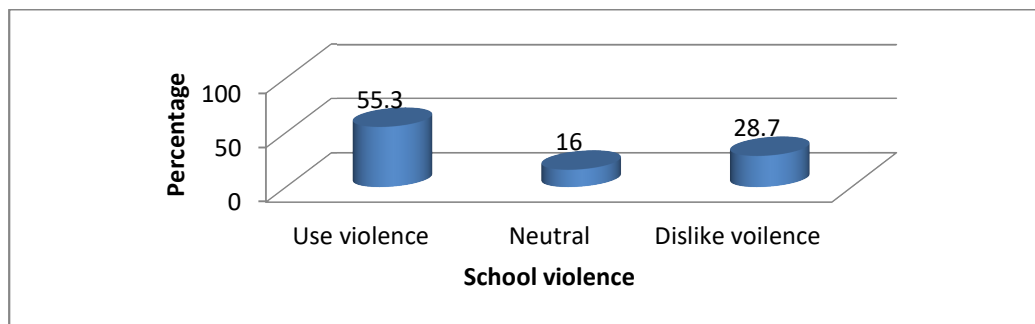
Figure 5. *Appraisal of School Violence by Students*

Table 6. *Comparing Students Display of Violence by Demographic Data*

Demographic data of students			Display of violence			Total based on MRS	Chi-Square test (χ2)
			Strongly Agree/ Agree	**Neutral**	**Disagree/Strongly Disagree**		
Class	Form 4	n	392	127	170	689	χ2=0.05 df=3 P=0.984
		%	56.9%	18.4%	24.7%		
	Form 5	n	732	226	394	1352	
		%	54.1%	16.7%	29.1%		
	Lower sixth	n	723	213	390	1326	
		%	54.5%	16.1%	29.4%		
	Upper sixth	n	1116	292	581	1989	
		%	56.1%	14.7%	29.2%		
Sex	Male	n	1346	425	699	2470	χ2=0.05 df=1 P=0.819
		%	54.5%	17.2%	28.3%		
	Female	n	1617	433	836	2886	
		%	56.0%	15.0%	29.0%		
Age range	16-20	n	2674	750	1386	4810	χ2=0.41 df=2 P=0.816
		%	55.6%	15.6%	28.8%		
	21-25	n	194	98	98	390	
		%	49.7%	25.1%	25.1%		
	Above 25	n	95	10	51	156	
		%	60.9%	6.4%	32.7%		
Proximity of school to bars, etc.	Close	n	331	71	157	559	χ2=0.24 df=2 P=0.886
		%	59.2%	12.7%	28.1%		
	Too close	n	252	101	115	468	
		%	53.8%	21.6%	24.6%		
	Not too close	n	2380	686	1263	4329	
		%	55.0%	15.8%	29.2%		
Proximity of school to gambling agent/casino	Close	n	170	90	104	364	χ2=1.00 df=2 P=0.605
		%	46.7%	24.7%	28.6%		
	Too close	n	439	138	229	806	
		%	54.5%	17.1%	28.4%		

	Not too close	n	2354	630	1202	4186	
		%	56.2%	15.1%	28.7%		
Financial status of parents	High	n	361	91	198	650	χ2=0.03 df=2 P=0.986
		%	55.5%	14.0%	30.5%		
	Average	n	2028	586	1052	3666	
		%	55.3%	16.0%	28.7%		
	Low	n	547	176	278	1001	
		%	54.6%	17.6%	27.8%		

Comparing student's display of violence by demographic data, the findings showed more of the students irrespective of their demographic data display violence in school (P-values all > 0.05). For example, by class, the findings showed that more than 50% of students; form four 56.9%, form five 54.1%, lower sixth 54.5% and upper sixth 56.1% use violence on others. By sex, 54.5% of male and 56.0% of female use violence on others. By age range, 55.6% of the students aged 16-20, 49.7% of those aged 21-25 and 60.9% of those aged above 25 use violence on other students. Also, irrespective of the proximity of schools to bars/snacks/nightclubs and gambling agent/casino, more of the students above 50% use violence on others. Finally, by financial status of parents, 55.5% of those from rich homes, 55.3% of those from average homes and 54.6% of the students from poor homes use violence on others while at school.

Table 5. Teachers Opinion on How Students Manifest Violence

Themes	Groundings	Quotations
Fighting	65	"By fighting". "They fight with machete and cutting of body parts". "Fighting one another". "Fighting in class". "By fighting with their teachers and classmates". 'Students show violence through fight among themselves'. "Fighting with weapons". "They play fight among themselves".
Disrespect of teachers	47	Many students manifest violence by disrespecting their teachers and even classmates". "They talk back to teachers as if they are their mates". "They talk back to their teachers and put up fights with them and the administration". "By ignoring their teachers and other classmates". "They talk back to teachers and resist conformity to some rules and regulations of the school". "They talk back to their teachers anyhow". "By attacking teachers with threats". "Deliberate refusal to carry out some functions or duties assigned to them by teachers".
Verbal abuse	36	"They manifest violence by their words and action,

		disrespect of teachers". "Quarrelling and insulting". "Shouting". "Insulting". "Attacking their peers through verbal insults".
Use of weapons	29	"Using of weapons like knife". "They equally do by bring weapons in school to ramble anyone that stands in their way". "Bringing dangerous objects to school". "By using knives". "By attacking their teachers or mates with weapons". "Stabbing mates with dangerous objects". 'Come to school with weapons and use it to frighten both their peers and teachers".
Bullying	23	"Abusing other students". "Fighting and bullying the vulnerable students". 'They manifest violence by bullying others in class". "They bully junior ones". "Through bullying". "Bullying". "By bullying younger students".
Sexual harassment	3	"Sexual harassment". "Physical sexual abuse".
Destruction of school properties	1	"Destruction of classrooms".

Based on the teachers opinion on how students manifest violence in school, findings showed that many of teachers said students manifest violence in school by fighting either their teachers or class/school mates, disrespecting their teachers by talking back to them, threatening them and violating their orders of school rules and regulations. Also, many of the teachers added that students manifest violence by shouting, quarrelling and insulting their classmates, and carrying weapons to school such as knife to threaten everyone that stand in their way. Furthermore, many of the teachers said some students manifest violence by bullying others such as the younger school mates. Finally, sexual harassment and destruction of school properties are other ways that a few of the teachers said students manifest violence in their school.

Table 6. Some Objects Dangerously Use in School by Students

Some objects dangerously use school by students	Frequency	Percentage
Knife	389	41.5
Blades	123	13.1
Forks/spoons	89	9.5
Bottles	67	7.2
Comb	65	6.9
Drugs	56	6.0

Broken mirror	48	5.1
Blunders	43	4.6
Guns	16	1.7
Math sets	13	1.4
Needle	10	1.1
Scissors	7	0.8
Broken glass	6	0.6
Machete	5	0.5

Based on objects dangerously used by students in schools, findings showed that knife was frequently mentioned 41.5%. Blades 13.1%, forks/spoons 9.5%, bottles 7.2%, comb 6.9%, drugs 6.0%, broken mirror 5.1%, blunders 4.6%, gun 1.7%, math set 1.4%, needle 1.1%, scissors 0.8%, broken glass 0.6% and cutlass 0.5% are other objects dangerously used by students in schools.

Table 7. Some Reason Some Students carry Dangerous Objects to School

Themes	Groundings	Responses/Quotations
Self-defense	279	"For self-defense". "They want to defend themselves". "To defend themselves". "They do it for self-defense". "To defense themselves from danger". "To defend themselves against violence". "To defend themselves in case of fight"
Intimidate peers (Quest for superiority)	109	"To threatened others so that they can be afraid of them" "To bully others and to show strength and superiority' "To have a certain superiority over others". "To intimidate other student and to feel superior' "To suppress weaker students" "To be feared and respected by others" "To make students and classmates to be afraid of them" "Some students carry dangerous objects to school to make their mates afraid of them"
Anger	96	"Anger" "Out of anger" "Anger" "Some students have too much anger in them".
Provocation from teachers and mates (Lack of self-respect)	87	"In real scene, some teachers are so insulting that they tend to be the first to get students angry which cause by some students to react negatively". "Some students do this due to the staff behaviours towards them which is not good".

		"This is because some the teachers and mates provoke them". "Some teachers do not respect themselves in school because of their position' "Because the teachers do not respect themselves as well as the students' "Some students carry weapons to school because some teachers and classmates are very insulting".
Seeking revenge	86	"To fight back" "Noisy students say it is a form of revenge to teachers who try to discipline them with force". 'When they are harass by their peers" 'When they are been bullied" "They carry dangerous objects to school because they want to fight back students who get to their nerves".
Prestige	65	"For prestige" "Prestige" 'Show off'
Protection	56	"For self-protection" "To protect themselves against any danger" "For protection" "To protect themselves' "For fear of the unknown (protection)"
Psychopath	43	"Obsession with sharp objects" "Obsession" "Mental issues" "Due to drugs"
Peer pressure	34	"Due to anger and influence from other bad friends". "Peer pressure" "Because of bad friends". "Some students do that because they wake around with bad friends".
Drug influence	21	"Transformation after taking drugs". "Due to drugs" "Drugs" "They are being influence by drugs". "Some students carry weapons to school because they consume drugs that make them not to reason properly".
Poor parenting	12	"Due to poor parenting" "Because of poor parental upbringing". "Some students behave the way they do because of poor parenting".

		"I think poor parenting is one of the causes".
Jealousy	8	"Jealousy".
Perceived punishment from teachers as wrong	1	"Some students carry dangerous objects to school because they think their teachers punished them in the wrong way"
Causing problems	1	"To cause problems in school"
Stupidity	1	"Is because of stupidity".

Based on reason some students carry dangerous objects to school, the findings showed that students highlighted many reasons why some students carry dangerous objects to school. The frequently mentioned reasons are for self-defense, to intimidate others so that they could feel superior, anger, provocation from teachers and classmates, revenge, prestige, protection, psychopath and peer influence. Other reasons are drugs influence, poor parenting, jealousy, stupidity and when they think that they have been wrongly punished by teachers.

Testing of Hypothesis One:

$H_0 1$: Violence does not significantly predict students' discipline in secondary schools in the Southwest region of Cameroon.

$H_a 1$. Violence significantly predicts students' discipline in secondary schools in the Southwest region of Cameroon.

Table 8. Relationship between Violence and Students Discipline

		Violence	Student discipline	Explanatory power of the relationship in terms of % (Cox and Snell statistics)
Spearman's rho test	R-value	1	-.333[**]	86.3%
	P-value		.000	
	N	412		

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

Statistically, the findings showed that there is a very significant relationship between violence and students discipline (P =0.000< 0.05) and this relationship is also supported with a high explanatory power of 86.3%. Violence was found having a negative implication on students discipline (R= -0.333[**]). Based on this, the hypothesis that states violence significantly predicts students' discipline in secondary schools in the Southwest region of Cameroon was accepted.

The findings showed that violence has a significant and negative effect on student's discipline and this effect was supported with a very high explanatory of 86.3%. In other words, this implies that violence by students has a great effect on students' discipline and, despite this effect, the findings also showed that a good number of students exhibit violence in different ways. For instance, findings showed that more than half of the student's sample used violence on their class/school mates while a few of them do not. To add this, many of the teachers said student's manifest violence in school by fighting either their teachers or class/school mates, disrespecting their teachers by talking back to them, threatening them

and violating their orders of school rules and regulations. Also, many of the teachers added that student's manifest violence by shouting, quarrelling and insulting their classmates, and carrying weapons to school such as knives to threaten everyone that stand on their way. Furthermore, many of the teachers said some students manifest violence by bullying others such as the younger school mates while some carry out sexual harassment and engage into destruction of school properties. The findings also showed that dangerous objects frequently used by students in schools to carry out violence are knives, followed by blades, forks/spoons, bottles, comb, drugs, broken mirrors. They also use blunders, gun, math set instrument, needle, scissors, broken glasses and cutlass are the least used.

As depicted in the above findings, not only are other students victims of violence from peers/school mates but, the teachers are equally violently attacked by few students. Among the students that carry dangerous weapons to school, many of them said their reasons for doing that is for self-defence and to intimidate others so that they could feel superior. Others were found to carry harmful objects to schools when they are either angered by their peers, when provoke by teachers and classmates, and intend seeking for revenge. The findings also indicated that some students carry dangerous objects to school is due to bad influence from peers, drug influence, mental problems, when being punished by teachers, and because of poor parenting. Many forms are seen to be manifested by the students ranging from physical, psychological, and sexual violence.

The findings of this study tie with that of Ademola, Fawole and Osungbade in 2012 who researched on the experience and perpetration of violent behaviours among secondary school students in Ibadan and the findings showed that students manifest violence in many ways such as physical violence which ranked first (94.4%), followed by psychological (77.6%) and sexual violence (34.9%). The most common types of these forms of violent behaviours experienced were slaps, unwanted touch of breast and backside and being belittled.

Also, in a study carried out by Ogba and Igu (2019) who equally investigated violence in Nigerian secondary schools: implications for educational management and sustainable development, the study found out that school violence has recently emerged as a widespread scenario and a major concern globally and hardly does a day pass without an officially or unofficially report of one form of violence witnessed in schools and manifesting in different pedestal such as bullying, shooting, sexual harassment, among many others. Similarly, in another study carried out by Owoaje & Ndubusi (2010) on physical violence among secondary schools students in Southwest Nigeria, the findings show that physical fights and bullying are very common among the youths and are associated with adverse health outcomes and behaviours.

Burton (2008) suggested that experience of physical violence has negative impacts on the cognitive and social development and that violence has been linked with the devastation of school possessions, violent corporeal interaction as well as stabbing with arms (Rintoul, 1999) which are all reflected in the findings of our study as some students are reported to carry guns to schools. School violence is any type of physical, psychological, or verbal and/or sexual aggression among students, teachers, and/or school personnel toward a student (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019). In a report by UNESCO (2017), it shows that worldwide, 246 million children and adolescents

each year are victims of any type of school violence or bullying. In relation to school violence, more than one-third of students have been physically attacked by their peers.

Furthermore, John (2013) conducted a study on factors of violence and concluded that school discipline and violence have a correlation and that drug abuse and poor general health may also cause violent activities resulting to lot of physical injuries sustain although is rare. Adolescents who are involved in acts of violence disrupt the proper functioning of the school with adverse effects on the stakeholders of these schools. Thus, there is a need to study the dimensions of violent adolescent behaviour to improve the academic and moral climate of schools and reduce problematic behaviours associated with the status quo.

In line with Erikson theory of psychosocial development (1968), the outcome of identity crisis such as increased independence and autonomy for secondary school students has seemingly led to greater interactions between the young people in Cameroon with their communities and schools. These youths are more attached to the neighbourhood and their peers. Some of them as observed by the researcher spend a time in snack bars, gambling houses and in night clubs with peers and romantic partners consuming alcoholic substances and abusing drugs. They also argue and fight over the outcome of their gambling pursuits as well as satisfy their sexual desires with their romantic partners. Still in line with this work, it has been observed as posited by Erikson theory that some secondary school students have lost sight of their true identity. They seem to be in a state of confusion. This confirms Kroger (2004) who opined that due to changing physical, cognitive and social factors, nearly all adolescents experience some form of role confusion. It is as a result of this confusion that many engage in outright disobedience, violence on teachers, gang fights, bullying of other students, absenteeism, lateness, use of fashion like uniforms and possession of violent weapons instead of concentrated on their studies and complying to school norms.

Conclusion

In conclusion, the study was on 'The effects violence on the discipline of secondary school students in the South West Region of Cameroon. The findings showed that the violence has a very significant and negative effect on students' discipline. In other words, students are more likely to be discipline when they are morally upright by abstaining from some factors such as violence

As such the kind of peers around school milieus have carefully, systematically, gradually and sometimes speedily transformed and well-formed young people from morally upright homes into samples of immorality through some aspects of immorality mentioned above.

Yahaya (2009) posited that discipline is a rudimentary ingredient that plays a crucial role in a school system, which insists on upholding the moral values of students. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. As indicated in Nakpodia (2010) the doctrine of school discipline according to the researcher is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control.

Recommendations of the Study

Stake holders of Secondary School sectors should map out strategic areas to curb students discipline following the outcome of this research. For instance, to curb violence, there should be a strict control at the entrance of each secondary school each morning, also very strict sanctions be melted on those who exhibit any form of violence in Schools. Social media has become increasingly distractive to students studies. The government should review laws on the effective implementation of social media laws in secondary schools in the south west region that affects discipline. Government should enact laws banning the sales of alcohol in schools and other related drugs. Again dangerous drugs should be banned on school campuses

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