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FACULTY OF ARTS, LETTERS AND
SOCIAL SCIENCES

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REPUBLIQUE DU CAMEROUN
Paix -Travail- Patrie

UNIVERSITÉ DE YAOUNDÉ I

FACULTÉ DES ARTS, LETTRES ET
SCIENCES HUMAINES

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
ARTS, LANGUES ET CULTURES

UNITE DE RECHERCHE ET DE LA
FORMATION DOCTORALE EN ARTS,
LANGUES ET CIVILISATIONS

ANALYZING INDISCIPLINE IN CERTAIN SCHOOLS IN THE CITY OF YAOUNDE: THE CASE OF ENGLISH LANGUAGE TEACHING AND LEARNING CLASSES

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CERTIFICATION

I hereby certify that this work :Analyzing Indiscipline in some Schools Found in Urban Areas :A Study in English Language Teaching and learning classes was done by MUKONG Dianna Amuwum of the Department of English,of the University of Yaounde 1, in partial fulfilment of the requirements for the award of a Master of Art(MA) in English Language Studies.

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Signature.....

Date.....

DEDICATION

I dedicate this work to,

My daughter, Adalia Adina Ambow

My mother, Ngu Mispper and

My father, Mukong Fidelis.

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LIST OF ABBREVIATIONS

APA: American Psychological Association.

EAP: English for Academic purpose

EFL: English As a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purpose

B.E.P.C: Brevet D'études du Premier Cycle

BTTC: Bilingual Teachers Training College

GCE: General Certificate of Education

GMT: Grammatical Translation Method

GPPSE: Government Practicing Primary School Essos.

PTA: Parents Teachers Association

SMBA: Saint Marcelin Bilingual Academy

SDM: Senior Discipline Master

SLA: Second Language Acquisition

TESL: Teaching of English as a Second Language

VARC: Visual, Auditory, Reading/writing, Kinesthetic

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ABSTRACT

This research aimed to investigate and analyze why students are increasingly becoming indisciplined in schools located in urban areas. The motivation to conduct this research stemmed from the difficulties that the researcher, an English language and literature teacher, encounters in the course of her job. Hence, she was motivated to find solutions in a bid to overcome these challenges. Additionally, the fact that indiscipline in urban schools is currently on the rise motivated this work to be conducted in the domain of classroom management, as the teaching and learning process of English language and other school subjects cannot be effectively carried out in an indisciplined environment or classroom. The research methodology employed was descriptive statistics, with a questionnaire, interviews, and participant observations as research instruments. A population of 356 informants were used. Findings revealed that, Students and pupils are increasingly becoming indisciplined, mainly because of poor parental upbringing and peer influence. Rudolf Dreikurs' social discipline model was used in making investigations, analysis, interpretations, and recommendations.

RÉSUMÉ

Cette recherche avait pour objectif d'étudier et d'analyser les raisons pour lesquelles les élèves deviennent de plus en plus indisciplinés dans les écoles situées en zone urbaine. La motivation pour mener cette recherche était due aux difficultés que la chercheuse, professeure de langue et littérature anglaises, rencontre dans l'exercice de son travail. Par conséquent, elle était motivée à faire des découvertes dans un délai réduit pour surmonter les défis. En outre, le fait que l'indiscipline dans les écoles des zones urbaines est actuellement en augmentation, a motivé ce travail dans le domaine de la gestion de classe, étant donné que le processus d'enseignement et d'apprentissage de la langue anglaise et d'autres matières scolaires ne peut pas être correctement enseigné dans un environnement ou une salle de classe indiscipliné. La méthodologie de recherche utilisée était la statistique descriptive avec des questionnaires, des entretiens et des observations participantes comme instruments de recherche. Une population de 356 informateurs a été utilisée. Les résultats ont révélé que les étudiants et les élèves deviennent de plus en plus indisciplinés, principalement en raison d'une mauvaise éducation parentale et de l'influence de leurs pairs. Le modèle de la discipline sociale de Rudolf Driekur a été utilisée pour effectuer des enquêtes, des analyses, des interprétations et des recommandations.

INTRODUCTION

Analysis, investigations, and findings regarding discipline in the teaching and learning milieu for better experiences and outcomes in the domain of education are the backbone of this research. Briefly put, the first chapter is set to handle preliminary considerations, including the background of the study, research problem, research questions, and much more. The second chapter explores the theoretical framework and reviews related works published by other scholars in this domain. Chapter three addresses details regarding the research methodology, including the targeted population, research instruments, research techniques, research challenges, and just to name a few. Chapter four will present and interpret the data obtained from the research, analyze it, and present findings. Moreover, Chapter five will discuss the research findings; it will also present recommendations or suggestions to stakeholders, and it will equally discuss areas for future research and end with a general conclusion.

Research Motivation

What motivated us to carry out this research is the difficulties we face in class as English language and literature teachers while managing the classroom. Equally, we have observed a series of increased violence perpetrated by students toward teachers and school administrators. For this reason, we were motivated to examine, study, and analyze this problem that teachers frequently encounter to better understand the issue and how teachers must handle indiscipline to make the classroom more conducive to teaching and learning. Moreover, it is worth noting that we equally carried out this research to obtain an academic certificate, which will eventually permit us to conduct further research within the domain of English language in general and English language teaching and learning in particular.

Statement of the Research Problem

It has been observed that students in schools located in urban areas are increasingly becoming indisciplined. They display this through the use of vulgar expressions, unpleasant and violent behaviours, disrespect, and examination malpractices. Moreover, they tend to adopt negative habits from the Western world, such as lesbianism and homosexuality, as they are overly

exposed to social media and certain television channels. This behavior renders the classroom chaotic, leaving teachers and school administrators frustrated, especially considering that the Cameroon government has prohibited corporal punishment. The researcher is motivated to investigate the causes of this immoral syndrome, paying attention to the linguistic and nonlinguistic aspects.

Research Questions

Following the observable problem of gross indiscipline, the questions that have guided the research are as follows:

- 1) What are the causes of indiscipline in schools in the city of Yaoundé?
- 2) What are the linguistic and nonlinguistic aspects of indiscipline?
- 3) How can indiscipline be ameliorated to make the teaching and learning process of English language smoother and the school environment more conducive?

The study, therefore, sets out to provide answers to these pertinent questions.

Research Hypothesis

In line with the aforementioned questions, pupils and students in schools located in urban areas are very indisciplined because of negative peer influence. Additionally, they exhibit indiscipline due to poor parental upbringing. Students have been observed displaying indiscipline by snubbing teachers, making noise in class, not completing their assignments, and injuring teachers and school administrators, to the extent of stabbing some to death.

Aim of Study

This study aims to analyze and investigate the observable phenomenon of gross indiscipline in schools in urban areas, the causes of such indiscipline, and attempts to provide solutions. Informal observations show that students are increasingly becoming indisciplined in urban areas, and for that reason, the research seeks to find out why this is the case. The research also seeks to examine the language of indiscipline.

Significance of the Study

What this research project seeks to contribute to the body of knowledge or to scholarship is a method for handling indiscipline in schools in general, in the classroom, and in English language classes in particular, especially in our contemporary society, considering how global the society has become and how exposed students in urban areas are. Furthermore, this work will reveal the factors that provoke indiscipline. Additionally, it will examine the language of indiscipline.

This work is significant because it will identify this phenomenon and outline the various causes and consequences that arise due to the manifestation of indiscipline during English language classes. If the suggestions provided are taken into consideration by the various parties concerned namely, pupils/students, parents, teachers, school authorities, and the government, the study will help them better manage the problem of indiscipline.

This work is an important data base for research in English language research in general and in English Language teaching and learning in particular.

Finally, this work points out the contributions of parents, teachers, and the government in fostering discipline, as it is easier to find solutions to a problem if we trace its origin. Also worth noting is the fact that the issue examined and analyzed is currently experienced not only in urban areas, not only in Cameroon but in the world at large. Therefore, every town, city, or country can relate to this work.

Scope and Limitation of the Study

This research project is limited geographically to the city of Yaoundé and data-wise to three schools: a secondary school (Saint Marcellin Bilingual Academy - Carrier), a Teacher Training College (Bilingual Teacher Training College - Melen), and a primary school, Government Bilingual Practicing Primary School Essoss (GBPPS Essoss). This study generally falls under the sociolinguistic field, and most especially in the area of English language teaching and learning. The work will analyse linguistic and nonlinguistic forms used by students to manifest indisciplined behaviours.

Definition of Key Words

It is essential for the researcher to gain clarity regarding the terms used in a research work. Hence, the following are definitions and explanations of some of the important terms in this study. Worth noting is the fact that the definitions and explanations make explicit the way the various terms are used in the current study.

Analysing

The word "analyzing" is the present participle form of the verb "to analyze." To analyze any concept or phenomenon is to examine and study it properly. Other synonyms of the verb include "to inspect," "to survey," and "to investigate." According to the Cambridge Dictionary, "to analyze" means to study or examine something in detail to discover and understand more about it. Moreover, Simon Blackburn (1996) states that analysis is the process of breaking a concept down into simpler parts so that its logical structure is displayed.

Indiscipline

Indiscipline is an act of violating the rules and regulations of any institution or association. In the Oxford Learner's Dictionary, it is defined as "a lack of control in the behaviour of a person or group." Indiscipline in schools refers to any act that diverges from acceptable societal norms and values. It is the violation of school rules and regulations, which can obstruct the smooth functioning of the school system (Edem, 1982). Indiscipline is contrary to discipline, which, on the other hand, is controlled behaviour, enforced compliance, or a systematic method of obtaining obedience. Additionally, it is a state of order based on submission to authorities, according to the English dictionary. In a nutshell, wherever indiscipline is present, discipline is absent; where there is disorder, discipline is absent. However, where there is respect and submission, discipline is present. Classroom discipline exists when both teachers and students accept and continuously respect a set of rules relating to classroom behaviour to facilitate smooth and efficient teaching and learning.

City

According to yourdictionary.com, the word "urban" is used to refer to cities where a lot of people live and work; these are densely populated hubs of commerce where a fast-paced lifestyle is the norm. Yaoundé and Douala are examples of cities or urban areas in Cameroon.

Moreover, an urban area, or a "big urban area," is a group of touching municipalities without pockets of clear land, encompassing an urban center (urban unit) providing at least 10,000 jobs, and by rural districts or urban units (urban periphery) among which at least 40% of the employed resident population work in the center of the municipalities attracted by this center. However, there is a slight difference between a city and an urban area in that a city is identified by businesses, a population, and a cultural urban location, including non-rural areas like the city and suburbs. (www.esri.com. n.d.)

Structure of The Work

The work is divided into five chapters, with the first being the General Introduction, which consists of the motivation, the statement of the problem, the research question, the research hypothesis, the aim of the study, the significance of the study, the scope and limitations of the study, the definition of key terms and the background to the study. Chapter Two is the theoretical framework and literature review. The theory that is employed in this work is Rudolf Dreikurs' Social Discipline Model, along with a review of what other scholars have done in the field of classroom discipline and management.

Chapter Three is the Methodology chapter. This chapter presents the research methodology, including quantitative research instruments: participant observation, questionnaire responses, and interviews. It also includes a description of the target population. The chapter describes in detail how the collected data will be treated, analyzed, and interpreted.

Chapter Four presents the data, interprets the data, and presents the research findings. The last chapter discusses the findings. It explains the results of the analysis, provides recommendations to stakeholders, and presents suggestions for further research. The work ends with a general conclusion, references, and appendices, which are formatted using the American Psychological Association (APA) style.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Geographical And Historical Background

Cameroon has an estimated population of 28,366,419 as of Thursday, April 6, 2023, based on Worldometer's elaboration of the United Nations data, and a surface area of 475,442 km². Cameroon is bounded to the west by Nigeria, to the northeast by Chad, to the east by the Central African Republic, and to the south by Equatorial Guinea, Gabon, and the Republic of Congo. There are ten administrative regions, of which two are English-speaking and eight are French-speaking. As a former German colony from 1884 to 1916, Cameroon was divided between Britain and France following the defeat of Germany in 1916 during the First World War. Britain acquired two pieces of land of about 90,000 km² along the Nigerian border: the part to the north was called "Northern British Cameroons," and that to the south was called "Southern British Cameroons." The French got the lion's share and administered it as an independent territory, whereas the British administered theirs as part of Nigeria.

Figure 1: Map Showing The Administrative Regions of Cameroon.



Historically speaking, on January 1, 1960, French Cameroon became independent. Then, on February 11, 1960, British Southern Cameroons voted to unite with French Cameroon through a referendum. This association was consolidated on October 1, 1961, through the reunification of Cameroon and the creation of a federated Cameroon made up of two states called West Cameroon and East Cameroon. The federation existed until May 20, 1972, when it was

succeeded by a unitary state made up of seven provinces, and then ten provinces as of 1984. Worth noting is the fact that Cameroon has between 250 and 300 native languages.

When Cameroon finally became independent, French was proclaimed the official language in French-speaking Cameroon, while English assumed the same status in the English-speaking sector. At reunification on 1 October 1961, official bilingualism was instituted in the new Federal Republic. Just like many other former colonies, Cameroon opted for the 'neutral' foreign language option as official languages to avoid language conflict arising from the choice of one of the indigenous languages. "The new federal Constitution of 1961 spelled out this official bilingualism option advocated for by the government" (George, E. 2003:31).

1.2. Educational Background

1. 2.1. Cameroon Educational System

In the area of education, there are two main sub-systems in Cameroon: the Anglophone subsystem of education based on the Anglo-Saxon model and the Francophone subsystem based on the French model. Although the two are used side by side, a bilingual system of education is also operational, where studies are carried out in both English and French. The literacy rate of adults in Cameroon was reported at 78.23% in 2020, according to the World Bank collection of development indicators.

1.2. 1.1. The Anglophone sub-system

The Anglophone sub-system starts from kindergarten, also called nursery school, which includes pre-nursery, nursery one, and nursery two. Moreover, it has a primary section beginning with primary one and continuing through primary two, primary three, primary four, primary five, and primary six, where the First School Leaving Certificate is obtained.

Secondary school begins with Form One, followed by Form Two, Form Three, Form Four, and Form Five. It is important to know that it is at this level that the General Certificate of Education (GCE Ordinary Level) is obtained. Moreover, English language is one of the compulsory subjects written in this examination. The next level is high school, which has Lower and Upper Sixth, where the Advanced Level Certificate is obtained. Worthy of note is the fact that the academic year in Cameroon runs from September to June.

1.2.1. 2. The Francophone Sub-system

The Francophone sub-system equally begins from "Ecole Maternelles" (nursery school) which is made up of "petite section" and a "grand section".

As for the primary there is ;sil for primary one, "cours préparatoire" (CP) for primary two,"cours élémentaire1" (CEI) for primary three, cours élémentaire 2(CE2) for primary four,"cours moyen 1" (CMI) for primary five and "cours moyen 2" (CM2) where "Certificat d'études primaires" (C.E.P) an equivalence of the First School Leaving Certificate is obtained.

Then for the secondary level,the classes are as follows "sixième (6é)" for form one, "cinquième (5é)" for form two, "Quatrième (4é) for form three," troisième (3é)for form four, where Brevet d'études du premier cycle (B.E.P.C) is obtained. Next is "Seconde(2nd)" where high school begins," Premier(1ère)" where probatoire is obtained "Terminal(Tel). It is in this class that the Baccalaureate Examination is written.

1.2. 2. Stakeholders of Primary, secondary and tertiary education in Cameroon

The educational system in Cameroon is in the hands of the state, religious bodies generally known as mission and Islamic schools, and finally, lay private institutions that are established and managed by private individuals or groups of individuals. In Cameroonian government schools, education for pupils is free. However, in mission schools and lay private institutions, which do not only bring education close to the Cameroonian child but also have profit maximization in mind, the cost of education can be a concern. As a means to make the cost of education affordable for everyone, the government grants subsidies to mission and lay private schools. Nevertheless, the ultimate goal of establishing educational institutions is to transfer knowledge from the teacher to the learner.

1.3.The Methods of Learning English Language

Just like any other language, thing, or concept, the English language has several methods for learning it that will be discussed subsequently.

1.3.1. 1. The Grammar Translation Method (GMT, 1880)

The Grammar-Translation Method was prevalent in foreign language classrooms from the mid 19th century to the mid 20th century. It was first introduced in Latin and ancient Greek classrooms in the early 19th century, replacing more communicatively-oriented methods as Latin ceased to be a spoken language.(Brigham Young University (n. D))

As the name insinuates, this method involves learning any foreign language by translating or converting sentences from the native language into the target language or vice versa. In GMT classes, students learn the grammar rules of the foreign language and try to apply them to the native language in order to convert them into the foreign language.

Key features of the method include: understanding the literary language which is more important than being able to speak.Hence, reading and translating are the main tasks. The ultimate goal is to teach students how to read and write.Secondly, the teacher is in the center of the classroom he provides guidance and corrects all the mistake and thirdly learners are focused on grammar rules outside the practical context and application. All the rules must be memorized.

1.3.1.2. The Audio Lingual Method

The Audiolingual Method was widely adopted in the U.S. and Canada and served as the principal approach to foreign language teaching in the 1960s Brigham(n.d). This language learning method is aimed at developing listening and speaking skills through listening to dialogues, in addition to repetitions and drilling, though with little or no teacher explanation. Worth noting is the fact that this learning method rejects the use of the mother tongue.

Audiolingualism views language as a set of structures which includes phonemes, morphemes, and syntax, the patterns of which can be gotten by examining the language used by native speakers. The audiolingual syllabus is organized around these linguistic structures, which are represented in dialogues and pattern drills.

A second principle of audiolingualism is that language is primarily an oral phenomenon, in as much as all natural languages first developed orally, and children learn their first language orally before learning its written form.

1.3.1.3. Communicative Language Teaching

This theory is based on the fact that learners will learn best if they participate in meaningful communication. In that case, teachers try to give many communicative tasks to students in order to practice communication.

There are various features to the communicative language teaching approach, including the integration of reading, writing, and speaking. For example, a teacher may ask students to watch a video and then write a one to two sentence opinion about the video on the board. Students will then read each other's opinions and discuss how they felt about what they watched. This allows for multiple skills to be practiced at once, which is beneficial to a student's ability to communicate effectively with others.(Zainab & Nathalie 2023)

1.3.1.4. Total Physical Response

Total Physical Response is a language learning method that makes use of body movements with the acquisition of the new language. The Total Physical Response method mimics how children learn their first language. With this, students are made to listen to instructions from the teacher, understand them, and carry out tasks in response.

TPR was first developed by American psychologist Dr. James Asher in the 1970s. He is a professor of psychology and former associate dean at San Jose State University.(Sumita & Sarah 2023)

1.3.1.5. Community Language learning.

This method permits students to communicate in a more genuine way than in a classroom setting. This learning method focuses on enabling students to use the English language outside the classroom environment.

1.3.1.6. The Silent Way

The silent method stipulates that students should talk more than the teacher in the teaching and learning process. It also requires learners to take active ownership of their language learning. This method considers students' errors as natural.

1.4. The Teaching And Learning Approaches In Relation To Cameroon

1.4.1. Content Based Approach

This pedagogical approach is based on the philosophy that learners acquire knowledge of any subject or discipline presented to them. The teacher in this approach is a resource person who transfers knowledge, skills, abilities, and aptitudes to the learners with regard to the official school syllabus. As the name implies, the teacher's objective is to deliver the content found in the syllabus to the learners. The teacher's main aim here is to cover the syllabus; thus, the previous knowledge of the learners is not taken into consideration during the teaching and learning process.

In this approach, learners are passive participants and depend on the teacher to transmit knowledge to them. Here, the focus is on the acquisition of knowledge, and there is little or no room for formative evaluation. This implies that evaluation occurs only at the end. Learners can discuss the topic orally but are unable to solve real-life situations.

1.4.1. 1. Advantages And Disadvantages Of The Content Approach

1. This approach is advantageous in that much work is covered within a short period of time.
2. Classes are easy to manage since there is little or no room for questions.

The disadvantages are as follows:

1. Learners are not at the center of the teaching and learning process.
2. Creativity, critical thinking, and imaginative spirit are not encouraged.

1.4.2. The Objective Approach

Considering the weaknesses of the content approach, the objective approach was proposed. This approach emphasizes the objectives to be attained at the end of the lesson.

Objectives are stated at the beginning of every lesson by the teacher, and these objectives guide the teacher. The objective approach was developed by Ralph Tyler and Benjamin Bloom.

1.4.2. 1. The advantages of this approach

1) It enables the teacher to choose the right methods, techniques, and strategies in order to achieve the lesson's objectives.

2) Also, with the objective approach, teachers are able to evaluate the learners' results efficiently due to the criteria that have been defined. The limitation of this approach is that learners are not taught to think outside the box or how to use their knowledge in real-life situations; thus, learning ends within the four walls of the classroom.

1.4.3. Project Based approach

A project is a program that is either carried out by the teacher or the learners to realize something concrete. John Dewey is recognized as one of the early proponents of project-based education or at least its principles through his idea of "learning by doing" *In My Pedagogical Creed (1897) Dewey enumerated his beliefs including the view that "the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these"*(www.wikipedia.org.n.d)

Moreover, Delashere holds that a project is an activity that is carried out for a given period of time in which the individuals or group concerned voluntarily take on the responsibility to realize something concrete.

1.4.3.1. Objectives of this approach

This approach seeks to adapt teaching to the learners by giving them the opportunity to solve problems based on the different disciplines being taught. Moreover, it is also aimed at developing creativity in learners. Socialization, dialogue, and self-expression of learners influence the development of self-dependence.

1.4.3.2. Steps Followed to Realise a Project

- 1) With the choice of the project, the teacher must guide learners in selecting a project through guiding questions.
- 2) The objectives of the project must align with the content of the official syllabus.
- 3) Furthermore, invent activities linked to the project, such as a list of activities to be carried out to accomplish it.
- 4) State the resources needed, which could be financial, material, or human.
- 5) Strategize a plan or schedule of work.
- 6) Division of labour: divide the work and distribute parts for an efficient outcome.
- 7) Finally, evaluate the project.

1.4.3.3. Advantages of the Project Based Approach

- 1) This approach enhances the development of collaboration and collective learning.
- 2) It helps learners solve real-life situations.
- 3) It enables learners to put theory into practice using the knowledge they have gained to solve problem situations.

1.4.4. The New Pedagogic Approach(2004)

Due to the fact that the Objective approach was still not the best, a new approach was introduced, known as the New Pedagogic Approach. This approach was adopted in the Cameroon educational system in 2004, although it had been put to the test since 1996 in Cameroon. This approach puts the learners at the center of the teaching and learning process; that is, learners construct proper knowledge under the teacher's guidance or supervision. Here, a teacher is a facilitator, a guide, and enables the children to develop their own potentials and skills. This approach is advantageous in that the learners are put at the center of learning; that is, the learners construct their own knowledge under the guidance of the teacher, which enhances critical thinking.

1.4.5. The Competence Based Approach

Competence has to do with the assemblage of knowledge, skills, and abilities to produce effective results in solving daily life problems. This approach was introduced after the new pedagogical approach; it enables learners to use the knowledge acquired to solve real-life

situations. Lilian(2021) opines that " the most important thing in the CBA is for the learner to be engaged actively in all aspects of knowledge acquisition skills development and professional behaviours that need to be demonstrated and practiced in a spécificités discipline". Chomsky, 1968, cited in Yelena, B(2015) states that The competency-based education was formed as an educational trend in the United States of America. Its initial idea was adopted from the so-called generative grammar by N. Chomsky

Moreover, with competence, learners are equipped with the ability to solve real-life problems through the necessary knowledge, abilities, and skills provided to them. The Competence-Based Approach seeks to:

- 1) Integrate and transfer knowledge.
- 2) Encourage learners to be active and fully participate in building their own knowledge.

Worth noting is the fact that Fonkeng (ibid), cited in Blaise, M. (2018), stated that to manage failure and repetition in primary schools in Cameroon, both parents and the state adopted certain strategies, which include compensatory teaching, the Competency-Based Approach, the New Pedagogic Approach, and Administrative Promotion.

1.5. Individual learning Styles.

Every learner has a peculiar way in which he or she learns better than others. Learning styles can differ in how they apply to learning. A good understanding of the various learning styles will serve as a guide in the classroom in a bid to meet learners' needs. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends, and retains information. Worth noting is the fact that individual learning styles depend on cognitive, emotional, and environmental factors, as well as one's previous experience. In other words, everyone is different. "The preferred learning modes" (Fleming & Baume, 2006) include these categories: Visual learners, Auditory learners, and Kinesthetic learners. These learning styles fall within Neil Fleming's VARK model of student learning, with VARK being an acronym for Visual, Auditory, Reading/Writing Preference, and Kinesthetic.

1.5.1. Visual (Spatial)

From its name, these are learners who learn best when they have an image to help them process information. They may need to write out their thoughts or ideas in order to truly process what they are thinking. Some characteristics of visual learners include having a good spatial sense of direction, the ability to easily visualize objects, plans, and outcomes. Additionally, they are good at using maps and can rarely get lost. For example, a visual learner in a writing class may process information better by watching a movie clip of how a film adapts the literature it is based on, instead of listening to the literature being read aloud.

1.5.2. Aural (Auditory-Musical) Learner

This is a unique type of learning style, but it is used to clarify those who primarily respond to sound. In that light, most musicians are aural learners. This learning style is not often addressed in many schools because it can be hard to teach outside of music class. Here are some characteristics of aural learners: Certain music evokes strong emotions for them, they enjoy listening to music in the background while learning, and they have a good sense of pitch or rhythm. For example, a song that helps you remember the alphabetical order is a way to tap into aural learning styles.

1.5.3. Verbal (linguistics)

Verbal learners learn best under both verbal and written instructions. They actually excel in both. Moreover, these learners are typically those who go into public speaking, writing, journalism, and debating. They are noted for these characteristics: they express themselves in both written and spoken words. They enjoy reading and writing, have a large vocabulary, and enjoy learning new words. Reading definitions of words aloud or writing them down a few times are ways for verbal learners to process information.

1.5.4. Physical (kinaesthetic) learners

Someone who likes to get their hands dirty is likely a physical learner. Physical learners are extremely animated and always need to be moving. They actually learn by going through the motions of what they are learning. They are characterized by the way they notice and appreciate the physical world around them. They enjoy sports and exercise, along with outdoor activities and working with their hands, and they tend to pick up on body language.

1.5.5. Logical (Mathematical)

Most logical thinkers end up being engineers, mathematicians, or pursuing the sciences. This is because they have a very unique way of learning. Learners in this category are the type who want to understand the reasons behind content or skills and tend to enjoy games like chess and brainteasers. Regarding their characteristics, they classify and group information together to better understand it. They also perform complex calculations and create procedures for future use after they have come up with a solution to a problem. For example, a person who prefers making a neat and organized list while studying and extracting key points from material for these lists is typically a logical learner. In a nutshell, you are a logical learner if you can learn something only when you understand the bigger picture, along with the logic, reasoning, and systems behind that concept.

1.5.6. Social (Interpersonal) learner

From the name, social learners are natural group workers. As students, these are the types who seem to be involved in every extracurricular activity. For adults, they are individuals who like to engage with others, work in teams, and ask for feedback from friends in order to learn. In terms of their characteristics, they love to socialize after work or class and enjoy playing group sports. Additionally, they are good listeners.

1.5.7. Solitary (Intrapersonal)

Solitary learners are individuals who simply prefer to learn on their own and keep to themselves. In most cases, this is a learning style for socially introverted people. However, there are people who are extroverts in social situations but prefer to be alone when they are trying to learn. They also tend to be concerned with goals and outcomes. They are characterized by the fact that they spend time on self-analysis; equally, they prefer to relax or travel away from crowds. Moreover, they like to journal, write, and record personal thoughts and events as a way to improve. In a nutshell, someone who reads self-help books to develop a deeper understanding of themselves is often a solitary learner, and you are a solitary learner if you need to sit alone and study by yourself in order to retain information.

In conclusion, all learners need to build a relationship with their teachers. As their educator, you are responsible for providing all students with an education that continues to evolve as they

change and develop. Therefore, you need to reflect on what is working and what is not in order to adjust and make a difference in how your students learn.

1.6. Learner Differences

Learners can be classified in different ways and according to various factors. The most common differences among learners are gender, age, intelligence, ability, interest, prior knowledge, learning style, motivation, control, self-efficacy, and epistemological beliefs (Kuzgun and Deryakulu, 2004). It is important to understand these learner differences.

1.6.1. Age

As far as age is concerned, it is grouped under the following categories:

- Infants/Pre-school
- Children/Primary
- Adolescents/Secondary
- Late teens/Late secondary
- Young adults
- Adults.

People of these different ages have varying learning needs and styles, so a teacher must take all of these into consideration when preparing and delivering his or her lessons.

1.6.2. Needs

Exams (language/school/university), business groups (general/ESP/company requirements/job project), vocational training (ESP/technical/professional), pre-university groups (EAP/study skills), general English (hobby/travel/school), cultural (TESL/integration into a new culture), and remedial. From this list, one can understand that there is no single curriculum for English teaching. Each group of learners has its syllabus drawn to suit their needs. For example, what an English language teacher prepares as a lesson for a group of scientists (ESP) will be different from what she prepares for people integrating into a new culture who need to know how to communicate with the new people around them. Moreover, students who are about to enter university need to learn academic English (EAP).

1.6.3. Levels

It is possible for people to belong to a particular group, such as age-wise, culture-wise, or general English-wise, just to name a few. They can still have different levels of attainment or acquisition. Therefore, there are: absolute beginner, false beginner, elementary, pre-intermediate (lower/upper), and advanced (at this level, differing needs become more obvious. It actually becomes difficult to determine, as such teaching tends to follow a series of diagnostic tests and response cycles rather than a pre-set syllabus). Not forgetting illiterate/impaired (visual/aural/oral) mixed levels. Those referred to as illiterates are those who have never learned to read and write in any language, including their mother tongue. These individuals are different from those who can read and write in another language, since the English language teacher would have to deal with two different problems: illiteracy and a new language. This then takes us to the next category of learners.

1.6.4. Nationalities.

The kind of personality a learner has will influence his or her ability, especially regarding second language acquisition (SLA). People who lack self-confidence will probably have lower levels of success than those who do not have that problem. Yes, introverts are often better in school than extroverts who talk more.

In a nutshell, each type of learner can encounter specific difficulties and consequently present obstacles for the teacher to overcome in order to make teaching and learning as effective as possible. Therefore, teachers are advised to take the time to know the students personally. They should find out their likes and dislikes, what they are good at, and what frustrates them. This will go a long way in developing suitable instructions for them.

1.7. Language learning Motivation and Success Factors

The success or failure of practically anything lies in the hands of motivation. It can be examined in terms of intrinsic and extrinsic motives of a learner. Learners who actually learn for their own self-perceived needs and goals are intrinsically motivated, while those who pursue a goal just to receive an external reward from someone else are extrinsically motivated. As a matter of fact, "Intrinsically motivated activities are those for which there are no apparent rewards except the activity itself" Edward Deci(1975). Also, human beings universally view incongruity

or inconsistency, uncertainty, and disequilibrium as motivating, thereby insinuating extrinsic motivation, as stated by Jean Piaget (1972) and others. Numerous theories of motivation have been proposed over the years of research. Due to some historical schools of thought, three different perspectives emerged.

A) According to the behavioral perspective, motivation is simply seen as the anticipation of reward. With the desire to acquire reinforcement and due to previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. Scholars like Skinner, Pavlov, and Thorndike put motivation at the center of their theories of human behavior. From a behavioral viewpoint, performance in the task and the motivation to do so are likely to be at the mercy of external forces or extrinsic motivational factors, which include parents, teachers, peers, educational requirements, job specifications, and much more.

B) In cognitive views, motivation is highly dependent on the individual's decision. Keller (1983), in Mehmet (2020) opines that the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will make in that respect. Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. Ausubel (1968) ,for example, he identified six needs that influence motivation which are, the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge and the need for ego enhancement.

C) A constructivist observation of motivation lays more emphasis on social context and individual personal choices Marion & Robert , (1997). Moreover, Abraham Maslow (2023) viewed motivation as a construct in which the ultimate attainment of goals was possible only by passing through a hierarchy of needs, which included these three: solidly grounded in community, belonging, and social status. As such, from a cognitive perspective, motivation is highly derived from our interactions with others.

In a nutshell, just like any other category of people, learners are pushed and pulled to learn. It is important for teachers in general, and teachers of the English language, whether as a second or foreign language, to keep this in mind when preparing and delivering lessons.

CHAPTER TWO

THEORITICAL CONSIDERATIONS AND LITERATURE REVIEW

2.0. Introduction

A theory is an organised body of principles that explains concepts. Henning, Van Rensburg, and Smith (2004) , cited in Ali et al. (2014), opine that a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. This means that a theoretical framework frames the study because when research is conducted, it will remain within the boundaries of the frame. In this light, a theoretical framework becomes a structure that guides the research, constructed by using established explanations of certain phenomena and relationships. A theoretical framework thereby leads logically to a certain conceptual framework Henning et al. (y2004). As such, we shall carry out a conceptual literature review.

2.1 Theoretical consideration

2.1.1 Rudolf Dreikurs' Social Discipline Model (1968)

Rudolf Dreikurs proposed in his model that mutual respect should be the basis for discipline. Mutual respect motivates learners to display positive behaviours. He believes that students have an innate desire to feel like accepted members of a group and to feel that they have the value and confidence to contribute to that group. Dreikurs called this desire to belong the genuine goal of social behavior. If students are unable to achieve this goal, they start a series of acts of misbehavior. The resulting misbehaviour is a misguided attempt to gain a sense of belonging.

2.1.2. Dreikurs' Four Goals of Misbehaviour

1. Gain attention.
2. Gain power and control.
3. Gain revenge.

4. Display feelings of inadequacy.

If a student fails to gain social status by seeking attention, they move on to trying to gain power and control. Failure at each successive level ultimately results in feelings of inadequacy.

2.1.3. How to combat the four Goals of Misbehaviour

Generally, once bad behaviour is identified or noticed, it becomes easy to address it, and it is even easier when the root cause is known, thereby facilitating how to handle the bad behaviour. The goals are as follows:

2.1.3.1. Gain Attention

At the moment this behaviour is noticed, ignore the attention-seeking actions and use positive reinforcement or motivation when possible. When poor behavior is exhibited, distract the student by offering alternative actions or choices. For example, you could say, "Could you please hand out the books?"

2.1.3.2. Gain Power and Control

Here, the focus is on all the good behaviour in the class while ignoring the attempts to gain power. On no account should a teacher engage in a battle for power. Bill Rogers, the behaviour expert, calls this the black dot, white square approach.

2.1.3.3. Gain Revenge

We understand that a student may misbehave when trying to gain a sense of belonging, and this revenge-seeking behaviour is a masked attempt to achieve it. Away from other students, let the student know that you care about them and their education, and that despite their actions, you want the best for them.

2.1.3.4. Display Feelings of Inadequacy

At this stage, the student has given up on themselves. This stage manifests in the form of not doing (not doing homework, not participating, and a lot more). Students at this stage should be shown how to recognise small successes and achievements. Showing an interest in them and their work will always help slowly bring a student out of this stage.

2.1. 4. Other Theoretical Considerations in Respect to Classroom Management and English language teaching and learning

Everson & Weinstein (2006) cited in Helen (2016) characterize classroom management as the actions taken to create an environment that supports and facilitates academic and socioemotional learning. Considering that theories are principles that explain concepts and phenomena and also provide guidance, it is ideal to master some of these classroom management theories understand how to better manage a class and ameliorate indiscipline in class and school as well. Worth noting is that classroom management is very pertinent and poses a challenge to many teachers, as Divyansh (2014) opines that classroom management is essential for a classroom to run effectively. Even professionals with years of experience struggle to create the right environment for students. This happens for a variety of reasons, the main one being that every student is different and has unique needs. Human error can account for trouble in classroom management. To combat this problem, it's essential to know classroom management theories.

2.1. 4.1. Behaviourism

Behaviourism was propounded by key theorists B.F. Skinner and Ivan Pavlov. (1849-1936) According to this theory, anyone can be trained to behave in a particular way. To do this, behaviourism encourages positive reinforcement by rewarding students for good behavior.

There need to be spaced repetition. Spaced repetition means changing or increasing the time between each reward. This is based on the belief that students need less reinforcement as time passes. This theory also encourages changing the type of reinforcement to avoid desensitizing students to the rewards and to keep them alert.

2.1. 4.2. Humanism

The humanist theory by Carl Rogers focuses more on the child. This includes the child's emotional well-being and encourages the teacher to figure out the negative influences the child might have in his life. These negative influences might be hunger, fatigue, emotional insecurity, and just to name a few. Moreover, this theory encourages the teacher to consider the negative influences that may affect a student's overall well-being in a classroom environment. It also includes physical aspects of the classroom, such as its size, temperature, and ventilation. Once the

negative influence is identified, the teacher should try to remove it. For example, providing the students with time for snacks or allowing them to rest their eyes.

2.1.4.3. Cognitivism

The cognitive theory focuses on students' mental states and thought processes. This theory was propounded by Jean Piaget (1972) and later extended by other contributors. In a classroom setting, the cognitive theory encourages students to critically examine their actions and think about the reasons behind them. It aims to instill mutual respect among students and helps them remain active during learning. Worth noting is the fact that, as a teacher, this theory requires you to leave students with open-ended questions. Teachers should also avoid over-explaining a topic to students and give them time to consider the effects of their actions.

2.1.4.4 . Psychoanalytical Theory

The psychoanalytical theory developed by Sigmund Freud (1891) is one of the oldest theories in psychology. It emphasizes the importance of unconscious thoughts and perceptions that significantly impact a student. Teachers are encouraged to look at the root cause of a student's behaviour.

2.1. 4.5. Democratic theory.

The democratic theory was propounded by Alfie Kohn and John Dewey. With this theory, there is a transfer of power from teachers to students. Here, a teacher's goal is to encourage the students to think about how they want their classroom to work. They develop rules that are hopefully fair and based on mutual respect. A great benefit of this is that students understand why there are rules. They get to be actively involved in the classroom.

2.1.4.6. Choice Theory

The choice theory is part of the humanist approach. One of the key theorists is William Glasser(1999). According to this theory, teachers should encourage and provide students with the maximum number of choices in the classroom. Teachers should trust that students will make decisions that will enhance their well-being, including everyone in the class. It asks teachers to be

aware of these five needs: survival, love and belonging, power, freedom, and fun. It states that if these needs are not met, students may misbehave, just as they might in the humanist theory.

Summarily, understanding these theories will help teachers run their classes much better and reduce misbehavior. Most of these theories focus on the behavior of students and what teachers can do about it. Even so, both students and teachers need to try new tactics and recognize the effects of these tactics when necessary. It is important to remember that classroom management does not stop with the teacher. School counselors, directors, principals, psychologists, and the government can also play an important role in improving classroom management

2.1.5. Language Teaching Theories

A "theory" is a carefully thought-out explanation for observations of the natural world that has been constructed using the scientific methodology and which brings together many facts and hypotheses Field Museum (2023). Teaching theories may be broadly classified into three categories: Formal theory (philosophical theory) of Teaching, Descriptive theory of Teaching, and Normative theory of Teaching. All of these are subdivided, as will be examined in the subsequent paragraphs.

Formal theory is a theory that is based on certain logical, metaphysical, and epistemological assumptions and propositions. This theory is subdivided into four sub-theories: the meutic theory of teaching, the communication theory, the molding theory, and the mutual inquiry theory of teaching. All these theories are metaphysically based, and they are earlier theories that reflect current social practices.

The descriptive theory of teaching is based on empirical evidence and observations. Its purpose is to predict the relationships and effectiveness of the variables involved in teaching. Examples of such theories that have been formulated by Gordon and Bruner are the Instruction Theory of Teaching and the Prescription Theory of Teaching.

The next category, which is the Normative Theory of Teaching, has four types: the Cognitive Theory of Teaching, the Theory of Teacher Behavior, the Psychological Theory of Teaching, and the General Theory of Teaching. Since it is difficult to control human subjects in

experimental situations, these sub-theories may be employed. Moreover, these theories have been developed under controlled conditions through experimentation on animals. Additionally, the Normative Theory explains the relationships among teaching variables based on observed normal teaching conditions.

2.1.5.1. The Importance of Teaching theories

Teaching theories are advantageous in that they explain the relationship between teaching and learning and equally identify common factors. Also, teaching theories provide knowledge about the assumptions of teaching activities and offer guidelines for the organization of teaching. Moreover, instructional design can be developed with the help of teaching theories. Additionally, a teaching theory provides the scientific basis for planning, organizing, leading, and evaluating teaching. Furthermore, through the knowledge of a teaching theory, classroom teaching problems can be studied scientifically.

More so, teaching skills and competencies can easily be developed by a student teacher if the knowledge provided by a theory of teaching is applied. Additionally, the objectives of teaching may be successfully achieved through the use of a teaching theory.

2.1.6. Language learning theories

There are numerous theories and approaches concerning language teaching, learning, and language acquisition that explain how children and adults learn and how the process of teaching is conducted. These theories include behaviorism, constructivism, grammar translation, the audio-lingual approach, the communicative approach, and many more, which will be elaborated upon subsequently.

2.1.6.1. Behaviourism

This learning theory, founded by B.F.(1849-1936) Skinner, states that the learning process is based on imitation. Learners try to pronounce words by imitating how others do. For example, students imitate their teacher to learn how to pronounce words. Another example is a child who learns to say "mummy" and "daddy" by imitating siblings. Moreover, Skinner opines that learning is related to positive and negative reinforcement or motivation. For instance, if a student answers a question correctly in class and the teacher responds by saying, "Very good,"

there is a high probability that the student will make an effort to answer a question next time to hear such encouraging words.

2.1.6.2. Constructivism

Constructivism is propounded by Jean Piaget(1972). According to this theory, as people grow and are exposed to the world and languages, their linguistic knowledge increases. Experience and interaction with others are the means of learning.

2.1.6.3. Social-constructivism

It is propounded by Vygotsky (1896-1934) . Just like constructivism, as seen earlier, this theory posits that the process of learning is based on interacting with people who know the language and engaging with society.

2.1.6.4. Krashen's monitor

The key theorist here is Krashen(1982) According to him, language is acquired through natural communication with other people. In fact, he insists that most of us learn language through this method. Moreover, we learn language by speaking and hearing from others without going to school.

2.1. 6.5.Acculturation

The proponent of this theory is John Schumann (1978). For him, learning a language involves adapting to a new culture. For instance, when immigrants come to a new environment, they learn the new culture, and as a result, they learn the language.

2.2. Review of related literature

Classroom management is an understandable concern for teachers, mainly given the fact that schools are expected to provide a non-violent, protected, and orderly environment, and that teachers are accountable for students' academic achievement Rahdika, K. (2018). In his attempt to understand the impact of classroom management on students' behavior, he cited Rudolf Dreikurs' classroom management theory and affirmed that the process of reinforcement is the most useful tool for preventing discipline problems.

Efosa-Ehioghiren et al. (2022) examined the indiscipline of students in secondary schools: implications for counseling. In the course of their examination, they decided to ask the following

questions: To what extent does parental influence contribute to indiscipline among secondary school students? How do teachers' attitudes towards the students contribute to indiscipline among secondary school students? They used a questionnaire as their research instrument, and their survey involved government secondary school students in the Edo South senatorial district, with a population of 8,429 students at the senior secondary level. They found that parental influence, teachers' attitudes, government activities, and peer group influence all contribute to indiscipline among secondary school students.

Jacob (2010) studied the causes of indiscipline in secondary schools, with Keumbu Division, Kisii Central District, Kenya, serving as his case study. He aimed to identify the causes and effects of indiscipline among secondary school students while also examining the types of indiscipline problems common in secondary schools. Additionally, he sought to determine the effects of indiscipline on students' academic performance and to formulate possible solutions to discipline problems. The researcher used a cross-sectional research design, employing both qualitative and quantitative techniques, 70 informants were selected using simple random sampling, and stratified sampling techniques were used to collect data.

At the end of the study, he concluded that various factors cause indiscipline among secondary school students. The causes include a lack of physical facilities, inadequate dialogue between teachers and students, an overcrowded curriculum, and a lack of guidance and counseling, among others.

A mixed-methods research design was used by Belle and Segopaul (2020) to identify the main forms of indiscipline, examine the major causes of student indiscipline, and investigate the current disciplinary strategies adopted by the school administrators of a state-owned secondary school in Mauritius. A total of 63 informants were included. The purposive sampling technique was employed for the selection of respondents and participants in the research setting, and findings show that the main causes of indiscipline are school- and family-related, while indiscipline is manifested through leaving the school premises without official permission, fighting, sexual harassment, lateness to school, use of foul language, and truancy.

In a study by Yeyie, P. & Bright, K. (2020) in Ghana, they investigated the causes and effects of indiscipline among students using 265 informants. The study employed a descriptive survey, and a questionnaire served as the data collection instrument. The findings revealed that

the causes of students' disciplinary problems were poor parenting, parental irresponsibility, parental poverty, broken homes, lack of commitment by teachers, and poor leadership.

Quintero Corzo and Ramírez Contreras (2011) investigated discipline-related challenges in the English as a Foreign Language (EFL) classroom at public schools. They observed that a wide area of research among scholars in the educational field is the experiences and challenges that teacher trainees encounter at the beginning of their professional lives; discipline issues top the list of complaints, worries, and concerns among teachers and administrators in public settings. The study was conducted following an action research methodology. Moreover, data collection techniques such as observations, interviews, journals, focus groups, video/audio recording, transcriptions, and documentary analysis were applied.

As for the research findings, they were classified into three different yet related issues. The first issue was about the follow-up and analysis of data from the participants and their teaching experiences to build an interpretation of classroom settings. The data at this level reported two particular views of the classroom from the perspective of teacher trainees.

First, the classroom is a place full of life, experiences, and stories to discover; it is an opportunity to explore and try new things every day. The teachers, administrators, and students' testimonies in interviews and focus groups provided evidence that what is perceived as noisy and disruptive by people outside the classroom might be a real learning environment where the students have the chance to express themselves and fulfill learning activities. Public school classrooms are seen as a difficult world because of the many everyday situations that arise in a class period—situations that involve complaints, arguments, varying emotions, confusion, conversation, and play. This flow of human experiences challenges teachers to make decisions that deal with both pedagogical and non-pedagogical issues.

Second, that picture of a classroom suggests that the classroom is anything but a place to learn. In general, trainees reported feelings that students attend school solely for the purpose of socializing with peers, making friends, and enjoying life. That is why the teacher trainees felt that it was a challenge for them to transform the classroom from a permeating spot into a place where students learn with guidance from a teacher.

Ponfua (2015) used descriptive survey research design to assess student indiscipline, paying attention to the types, causes, and possible solutions. He asked the following questions: What are the most frequent types of student indiscipline in secondary schools in Cameroon? What are the student-based causes that trigger indiscipline in secondary schools in Cameroon? 120 secondary schools in Cameroon served as his case study. The instrument used for data collection was questionnaire composed of 30 items. He discovered that the findings were in accordance with the research questions, and they are as follows: the common types of student indiscipline in Cameroon secondary schools were revealed to be assault and insults towards teachers and non-teachers, assault on school prefects, vandalism, mass protests, speaking pidgin English (kamtok), chewing gum in class, and just to name a few. Research question two, which investigated the student-based factors that cause indiscipline in Cameroon schools, revealed that there was a low self-concept due to constant negative labeling and abuse of seniority by prefects. To him possible means to curb indiscipline in school include moral leadership, moral education /instruction, education orientation and behaviour-accountability policy implementation.

The recommendations made in this work were that the Cameroon government, educationist, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and Learning, also, there should be adequate playing ground and physical education, moral education /instruction bodies must reinforce their effort to ensure that acceptable moral training is given to children.

Inyang (2021) examined classroom indiscipline and the academic performance of primary pupils in social studies at a school in Calabar by applying Miller and Dollard's (1941) social learning theory. The researcher discovered that the problem of primary school indiscipline continues to characterize a majority of primary schools. Moreover, indiscipline in school can manifest itself in pupils' violent behaviours, the ineffectiveness and inefficiency of teachers, bullying, vandalism, truancy, fighting, stealing, and an unwillingness to do classwork at home, among other issues. These acts of indiscipline practiced by pupils disrupt learning and have a direct impact on their academic performance. It has been observed that there is a significant amount of poor academic performance in social studies among pupils.

Madalitso (2022) investigated discipline in public secondary schools, using George Herbert Mead, John Dewey, et al.'s interactionist sociology of education theory. Some secondary schools in Nairobi served as his case study. The researcher employed questionnaires, focus group discussions, semi-structured interviews, and document analysis. He concluded that there is a relationship between administrative practices and operational procedures and student indiscipline, as well as between teacher behaviour and student indiscipline.

Titus (2017) examined indiscipline in public secondary schools in Nairobi County. His observations were that the problem of indiscipline in schools has persisted over the years. These acts have been carried out either individually by the students or as a group, resulting in rioting or revolts. He further stated that there is no doubt that school indiscipline generally militates against effective teaching, learning, and the production of useful, acceptable members of society. It is, therefore, observed that some parents appear to have denied their parental roles or responsibilities towards their children. The researcher then proceeded to ask the following questions, which guided the research: What are the various forms of indiscipline in secondary schools in Nairobi? What factors trigger and promote indiscipline in secondary schools in Nairobi? He then made use of a descriptive survey, where instruments such as questionnaires, interviews, and document analysis were employed.

At the end, he discovered that the issue of indiscipline in secondary schools manifests itself in various forms, natures, and patterns. This includes disrespect, the use of bad or vulgar language, insolence, smoking, drinking alcohol, stealing school property, and bullying. Students' indiscipline in the public secondary schools in Nairobi also includes violence against teachers and other students, engaging in habitual profanity, committing sexual assault against staff, and making terrorist threats against the school authority, among other issues. In the schools that were considered disciplined, student violence was a common phenomenon. The researcher noted that even low levels of indiscipline resulted in a detrimental working environment for children, and good teaching often depended on good school discipline.

Just like Titus, Regis and Tichaona (2015) studied the causes of indiscipline among secondary school students in Nyanga District. They observed that indiscipline in schools has been experienced for time immemorial, but the magnitude with which it is manifesting itself in today's schools is alarming. Indiscipline among secondary school students manifests mainly in various

unruly behaviors exhibited by students in and outside the school. The researchers asked the following questions that served as guidelines for the research: What are the most common cases of indiscipline in secondary schools in Nyanga District? What are the general causes of indiscipline in Nyanga District secondary schools?

After they carried out quantitative research with surveys and questionnaires, they found that the main causes of indiscipline in secondary schools in Nyanga include drug abuse, bullying/fighting, bunking lessons or truancy, late coming, and sexual activities. Moreover, the major causes of indiscipline are attributable to peer pressure, lack of corporal punishment, teachers' behavior, home background, and drug abuse.

Madalitso K. Banja (2022), in a study of the relationship between the school environment and pupil indiscipline in selected government schools in Kitwe District, stated that there are many types of indiscipline and numerous factors related to pupil indiscipline in high schools in Zambia. Some schools actually have more cases of indiscipline than others. They employed the interactionist sociology of education theory propounded by George Herbert Mead, John Dewey, et al. Through the use of questionnaires, focus group discussions, semi-structured interviews, and document analysis, they realized that the behavior of teachers in reference to punctuality, reporting for work drunk, teacher-pupil affairs, absenteeism from work, favoritism, and teachers' dress all affects pupil behaviour in one way or another. The data obtained through all four instruments show to a greater extent that there is a relationship between teacher behavior and pupil indiscipline.

Nkemngong et al. (2020), in their discussion on the abolition of corporal punishment as a method of discipline in Cameroon's secondary schools, state that discipline in the educational milieu is a contemporary issue of national and international concern. Cameroon is not excluded from the national picture of handling the problem of discipline in the educational sector. In a bid to implement appropriate disciplinary measures in schools, the Cameroonian government has put in place several strategies to guarantee the physical and moral integrity of students in the educational system.

These include, among others, the substitution of corporal punishment with counseling in schools. However, this decision has, in the long and short run, been said to jeopardize the morals

and lives of teachers, students, and, in effect, the future of Cameroon. The researcher asked the following questions: What disciplinary strategies do you propose should be used in schools? What is your impression of the abolition of corporal punishment in schools? Open and closed-ended questionnaires were used as tools for data collection.

The researchers discovered that the abolition of corporal punishment, alongside other factors such as an uncondusive school environment, was responsible for highly noticeable deviant behaviors such as truancy, delinquency, and recalcitrance, marked by insults from students towards teachers and administrators who try to discipline them. The idea of counseling is highly welcomed by the teachers and administrators, but corporal punishment would do the trick better, especially in the African context.

Tamukum (2017), in an analysis of school discipline: alternatives to corporal punishment, stated that Cameroon has been at the forefront of abolishing violence in the educational milieu. These efforts have not been heeded, and educational stakeholders have continued to use corporal punishment with impunity. Though violence may be attributed to colonial activities in Cameroon, schools have seemingly been imbued with such practices, especially among student leaders.

The research questions that guided the study included: How are student leaders dealing with provocation from other students without resorting to violence, particularly regarding the challenges they face in trying to implement alternatives to corporal punishment? The methodology involved observing a training session for student leaders and teachers on how to manage corporal punishment.

Findings proved that, regarding communication, five student leaders, led by the senior prefect boy of the school under review, indicated through their actions that they have a strong preference for aggressive and less polite communication in the hostels but moderated their tones in the school assembly and the academic block. The results obtained from the observation regarding alternatives to corporal punishment indicate that there is a combination of corporal punishment and alternatives to corporal punishment being used simultaneously.

Ali et al. (2014) used Sigmund Freud's (1856-1939) psychoanalytical theory and the social learning theory of Ivan Pavlov (1849-1936) to analyze the types, causes, and management of acts of indiscipline among secondary school students. A secondary school in Shomolu Local

Government Area of Lagos State served as the case study. The researchers adopted a survey research design for this study, with a sample size of 90 respondents representing three groups: school administrators, educators, and students. They ultimately found that the opinions of the stakeholders varied with respect to the acts of indiscipline among students within the study area of this research.

Edwige (2020) studied the pragmatics of language use in teacher-student conflicts, where she analyzed EFL classroom exchanges in selected secondary schools in Cameroon. The study sought to show how the language used by teachers actually generates conflict during EFL classes. Using both qualitative and quantitative research methods, she employed complementary research instruments: observations, interviews, and questionnaires. Worth noting is the fact that she used the Theory of Speech Acts by Austin (1962) and Searle (1969), along with the theories of politeness by Brown and Levinson (1978) and Leech (1983). The findings revealed that most of the acts performed by EFL teachers and students when conflict arises were face-threatening, as both teachers and students tend to flout politeness principles in order to achieve their communicative goals

Summarily, Chapter Two has presented the theoretical framework that will be used in this research. Moreover, a review of published and unpublished works based on discipline and classroom management has been conducted. However, it is important to state that the literature was not readily available to explain why the works reviewed were not numerous. In the next chapter, we will present the research methodology, including the sample size, research instruments, and much more.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

In this chapter, we are going to describe the methodology in which our research was carried out. A methodology is a procedure used in doing something. Pilot and Beck (2017, p. 743) define methodology as "the techniques used to structure a body to gather and analyze information in a systematic fashion." Moreover, according to libguides.wits.ac, a methodology in research is the specific procedure or techniques used to identify, select, process, and analyze information about a topic. The methodology section allows a reader to critically evaluate a study's overall validity and reliability. This definition suits our work because we are actually going to use specific procedures and techniques to identify, select, process, and analyze information regarding our topic. Also, we intend to describe how we carried out investigations, how we collected our data, and how the data will be analyzed. As a matter of fact, subtopics that will be elaborated upon subsequently in this chapter include the population of the study, the sample size and sampling techniques, methods of data collection, data collection procedures, methods of data analysis, the framework of analysis, the difficulties encountered, and the solutions provided. In a nutshell, this chapter exposes the methods used to arrive at the research findings that will be presented in chapter four.

3.1. Research Design

The research design that will be employed in this study is both quantitative and qualitative research methods. A quantitative research design is important in that it deals with figures, and we live in a world where numbers count. Tracy (2021) holds that quantitative research is helpful when collecting data from a large group of diverse respondents. Moreover, quantitative researchers aim to create a general understanding of behavior and other phenomena across different settings and populations. Quantitative studies are often fast, focused, scientific, and reliable. For this reason, we employed this research design in our work with research instruments, which include: Open and closed-ended questionnaires, participant observation, and interviews are the research instruments used. Due to the nature of these research instruments, qualitative data collection and analysis will be employed to some extent. It is worth noting that

we are conducting deductive research, whereby research findings are derived from the responses of informants and the theoretical framework.

3.2. Research Instruments

Research instruments are the tools used to collect data in the field by a researcher. The ones we used were questionnaires, interviews, and participant observation. These were designed by the researcher after examining the research aim and hypothesis.

3.2.1. Questionnaire for Students

Orodho (2009), cited in Titus (2017), stated that a questionnaire has a diverse number of merits upon which a researcher may decide to use it as an instrument to collect data. We used a questionnaire because it enabled the researcher to easily collect information from a large number of students and also because of its anonymous nature, which helps to produce more candid answers than would be obtained with other instruments, such as an interview schedule. Questionnaires save time due to their self-administering nature. For this reason, we found questionnaires worthy of use. We used a questionnaire from 112 students, which had 25 items. These questionnaires were distributed randomly to students in forms 3, 4, 5, and grade one at the Teacher Training College. The first five questions of the questionnaire inquired about the informants' personal information or biodata, such as age, sex, and region of origin. The next set of questions sought to investigate and confirm whether the informants had ever been guilty of indiscipline in an English-language class and the causes of such behavior. Moreover, some of the questions in this set investigated the linguistic and paralinguistic aspects of indiscipline that could be perpetuated by the informants. The third set of questions sought to examine how the informants were disciplined by their teachers.

Table1: Classification of Student Questionnaire

Question Numbers	Required data From the questions/themes
1, 2, 3, 4, 5, 6	Students' biodata. That is, their age, sex, region of origin and class.
7, 8, 9, 10, 11, 12, 13, 14, 15, 16	Investigated students practice of indiscipline through verbal expressions or body language. This section equally sought to know where students get to learn offensive expressions which they use in class thereby manifesting indiscipline and the frequency of how this is done.
17, 18, 16, 17, 18, 19, 20, 21, 22	This section sought to investigate how the students get to be disciplined or punished when guilty. Also, it seeks to know the frequency of which the punishment is given to the student. More so, the students are asked to explain how their indisciplined acts have affected them in their learning of English.
23 and 24	The paralinguistic nature of indiscipline was investigated
25	This section questions why the students/informant may be disciplined.

From the table, we have seen how the students were questioned in order to collect primary or first-hand data, which was made possible with the use of both open and closed-ended questions. Worth noting is the fact that the same questionnaire was used to collect data from students in the teacher training college, the reason being that our research aim is to analyze indiscipline in schools in urban areas. As such, these schools were characterized by a traditional classroom setting. Consequently, the researcher thought that it would be redundant and time-wasting to formulate a different questionnaire to investigate the same issue.

3.2.2. Questionnaire for Teachers

In order to generate findings that are generalizable, we thought it wise to use a questionnaire to collect data from English language teachers who were randomly selected from different schools; as such, they served as representatives. The teachers' questionnaire consisted of 23 items. The questions included options for the teachers to choose from; some simply had yes or no responses, whereby the teachers were required to tick the options they preferred, while others required the teachers to provide brief explanations. Additionally, the questionnaire appeared to be anonymous. The researcher designed the questionnaire in this way to gather authentic data.

Table 2: Classification of Teacher Questionnaire

Question Numbers	Required data from the questionnaire(theme)
1, 2, 3, 4, 5, 6, 7, 8, 9	personal information including professional qualifications and longevity of service
10, 11, 12, 13, 14, 15, 16	This section was to investigate the classroom challenges faced by teachers. Also, this section sought to know the verbal expressions used by students to display indiscipline.
17, 18, 19, 20, 21, 22. 23	In this section, the teachers/informants are made to say what the causes of indiscipline are by choosing from options provided and providing suggestion as to how classroom indiscipline can be better managed.

The first 9 questions sought to investigate the informants' personal data, the next 7 questions investigated the classroom challenges faced by teachers. Also, this section sought to know the verbal expressions used by students to display indiscipline and the last 7 questions, questioned what the causes of indiscipline are.

2.2.3. Participant Observation

Fieldwork actually includes active observation, improving memory, informal interviews, and writing detailed field notes with patience. Hence, after the distribution of the questionnaire, we thought it wise to carry out participant observation, as we believed that questionnaire responses would not be enough to collect the data we needed and also to gather what could be

called "eyewitness information." Moreover, participant observation was considered important because the researcher had to carry out the study on primary two pupils who were too young to understand, let alone respond to questionnaires. One hundred and nine primary school pupils were observed by my sister, who acted as a research assistant, and one hundred fifty-two secondary school students were observed by me. Video and audio recordings were also used.

The primary 2 teacher was more cooperative, as she agreed to be observed, and on the day the study was conducted, it was fortunate that English language was one of the subjects to be taught. For this reason, primary two was chosen. In this light, form one, form two, and one of the form three classes were also chosen to be observed. Students in these classes are younger and may find it difficult to understand and respond to the questionnaire. Hence, participant observation was suitable.

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3.3. Interviews

After carrying out both participant observations and utilizing questionnaires, we needed to confirm that the findings were generalizable and verifiable. Hence, interviews consisting of 5 questions were administered to 6 informants, although only 5 were considered due to their accuracy and comprehensibility. The informants included two school administrators and a teacher from Saint Marcellin Bilingual Academy, a teacher and a school administrator from Bilingual Teacher's Training College, and a primary four teacher from Government Bilingual Practicing Primary School Essos Group 2. The criteria used to select these informants were based on their availability and willingness to participate.

The first question was meant to check whether indiscipline is a major or minor challenge being faced. The second investigated how indiscipline is manifested. The third question aimed to find out why students are disciplined, and the last question inquired about how indiscipline can

be better managed to make the teaching and learning process smoother and the environment more conducive.

3.3. Sample Population

A sample is a subset of an entire population that can be studied in detail to represent the entire population. This is because the entire population is too large to examine. The results obtained from the sample will also be applicable to the entire population. For this to be possible, it means that the sample is a microcosm of the entire population (Fasold, 1984). It is worth noting that a total of 277 informants were used for this study.

3.3.1. Selection of Schools

The three schools selected for this study were Government Primary Practicing School Essos (L'ÉCOLE PUBLIQUE D'ESSOS), Saint Marcellin Bilingual Academy (MBA Carrier), and Bilingual Teacher Training College (BTTC Melen). The schools consist of a primary school, a secondary school, and a higher institution of learning, respectively.

3.3.2. Description of Population

It is important to briefly describe the population used for the study, bearing in mind the number of cases studied. The population/informants consisted of pupils, students, and teachers. However, it is also important to discuss the stakeholders in primary, secondary, and tertiary education in Cameroon.

3.3.2.1. Students and Pupils

The primary school pupils numbered 109, the secondary school students numbered 229, while those from the teacher training college numbered 35. It is important to state that, out of the 229 secondary school students, 77 participated in responding to the questionnaire, while the other 152 students were observed. The reason for this is that, for the researcher to collect more authentic data, we thought it wise to carry out participant observation in the lower classes, namely form one to form three. We later distributed the questionnaire to the more mature students, which included some form three, four, and five students.

It should be noted that not all of the questionnaires that were responded to were considered. The reason is that some of the responses were inconsistent and more like lies. For

example, a questionnaire item may ask if the student has ever been guilty of indiscipline; the response may be "no," while a subsequent question investigates the type of punishment the student endured as a result of his indisciplined behavior. The student might then say he was punished by having to sweep the class. As such, we decided not to use such questionnaires for data analysis. Hence, out of the 35 students in BTTC, 22 were considered, and from the 77 in MBA, 64 were considered, leaving us with a total of 86 active questionnaire respondents. When added to those that were observed, it gives us a total of 261 participants.

Table 3. The Distribution of students' population

Gender/ School	M.B.A.Carrie re	Percent	B. T. T. C. Melen	Percent	G.S.Essoss	%	TOTAL
Female	42	65.6	22	81.8	64	58.72	221
Male	22	34.4	4	18.2	45	41.3	163
Total	64	100	26	100	109	100	383

In MBA 64 students served as informants; 42 female and 22 male. In BTTC 26 students responded to questionnaires; 22 female and 26 males. As for GSS ESSOS, 109 pupils served as participants. 64 females and 45 males. In every school, the female population surpasses that of the male which is a reflection of the Cameroon population that is; more females, lesser males.

3.3.2.2. Teachers.

In regard to the teachers who served as informants, they were randomly selected and numbered 16: eight (9) females and seven (7) male teachers. Although 11 of them responded to the questionnaire, five granted an interview. The reason behind the fact that the female teachers outnumbered the male teachers is left in the hands of nature; thus, the gender disparity cannot be explained. Additionally, another justification for the small number is that many teachers did not want to participate; some took questionnaires but never responded or returned them, which was quite discouraging. Due to this, the researcher had to use a few English language teachers from other schools who were available and willing to participate.

Table 4: Distribution of Teacher's Teaching Experience by number of years.

School	Female	Male	Years Rang 0-----5	Years Range 6----10	Years Range 11---15	Percenta ge	Total
Armandins College	1	-----	1	-----	-----	1	
Bilingual Institute of Etoudi	1	-----	1	-----	-----	1	
G. T. C. Sobia and Greener Pastures College.	-----	1	1	-----	-----	1	
Mboungang Pascal Bilingual Complex	1	-----	1	-----	-----	1	
Saint Marcelin Bilingual Academy	3	1	-----	3	1	3	
Academic School of excellence	1	-----	1	-----	-----	1	
Maison Dola Secondary School	-----	1	1	-----	-----	1	
Cojezo and St Marks English high school Mbandam	1	----- -	1	-----	-----	1	
TOTAL	8	3				11	

It is important to note that this information was only considered in the questionnaire because the researcher did not find it necessary to do so with the interviews. Looking at the table, the range of teaching experience for the majority of the teachers is 1–5 years with 7 teachers followed by the range of 6–10 years, which has 3 teachers , and then that of 11–15 years, which has a 1 teacher. This implies that a majority of teachers are not very experienced. One can confidently say that the more experienced teachers are, the better they can handle classroom challenges, since experience, they say, is the best teacher.

Table 5: Teachers' highest academic qualification

Certificate	Number	Percentage(%)
Advanced Level (A/L)	0%	0%
Bachelor of Arts (B/A)	9	81.8%
Master of Arts (M/A)	2	18.2%
Total	11	100%

From the table, it can be observed that the academic qualification with the highest frequency stood at 9 for BA, while the lowest is 2 for MA. The percentages are 81.8% and 18.2%, respectively. Considering that the least academic qualification for a secondary school teacher is A/L, the researcher thought it wise to conduct a search on the academic qualifications of the teachers in order to confirm that this policy is actually being respected.

Nevertheless, teachers with an MA should be able to manage a class better than those with a BA since the curriculum for an MA includes a course titled "English Language Teaching and Learning," which also has a subtopic titled "Classroom Management" that is not in the BA program. For this reason, stakeholders should consider including this course in the BA program in order to equip students and prospective teachers with the skills they need to manage a class. The following table will enable us to know if these teachers have any professional training before executing their duties as educators.

Table 6: Professional Training.

Professional Training	Number	Percentage
Trained	4	36.6
Untrained	7	63.6
Total	11	100

Teachers who responded to the questionnaires, 4 (36.4%) were trained teachers, while 7 (63.6%) were untrained teachers. However, all of the untrained staff hold a Bachelor of Arts degree. It is only natural to state that a trained professional, regardless of the profession, will deliver better output than an untrained one. Hence, teachers who are educators should try as much as possible to receive training in order to acquire the specific skills needed in classroom discipline and pedagogy in particular. To obtain more information about the teachers, space was provided in the questionnaire for them to fill in the number of years they have been teaching the English language. These were classified in ranges of 1–5, 6–10, 11–15, and 16–20, as presented below.

3.4. Justification of Targeted population

The reasons for choosing these schools were:

- 1) Availability of data.
- 2) Proximity and accessibility to the researcher.
- 3) The schools are all located in the city of Yaoundé; as such, they were suitable for the study, considering the fact that the research is actually limited geographically to the city of Yaoundé.
- 4) Even though we were not carrying out a comparative study, the researcher deemed it fit to examine discipline at different levels of education. As such, these schools were chosen to meet the research aim.

All three schools had a traditional classroom setting whereby a teacher used chalk to write on the blackboard. There were at least three students sitting per bench.

3.7. Data Analysis Method

It is important to state that the study made use of data collection instruments such as a questionnaire, interviews, and participant observation. At the end of the data collection process, time was taken to meticulously classify informants and their responses according to the options provided, except for observation. The data from both teachers' and students' questionnaires were presented in tables. The tables were designed to include the targeted elements, and the informants' responses were analyzed based on frequencies and percentages. Meanwhile, for participant observation, the researcher focused on the attitudes and behaviors of students in class. However, these behaviors and attitudes were analyzed qualitatively. Nevertheless, it is imperative to state that in some parts of the data, quantitative details were provided to back up the qualitative data. The description of these linguistic elements was based on the observer's views and judgment in line with the learning environment observed during the process of collecting the data, equally bearing in mind the research aims and objectives. Additionally, qualitative data was analyzed through thematic analysis of the themes or concepts derived from the data.

The questionnaire was designed to obtain information on students' and teachers' views on indiscipline: the causes and effects of indiscipline on the teaching and learning of the English language and methods to better handle this problem. However, the questionnaire also looked at the informants' biodata. Additionally, the questionnaire obtained information about the teachers' longevity in service. Opinions on these categories were classified, and their frequencies were summed. The total frequencies for each tested element were converted to percentages by dividing the total number of frequencies by the total number of informants and multiplying by 100. However, it must be emphasized that some items on the questionnaire were analyzed qualitatively.

That said, chapter three has presented the entire research method that was employed for this academic work. It included the research design and research instruments, namely the teachers' and students' questionnaires, their classification, participant observation, and the interviews. The study's population has also been presented, the justification for the targeted population has been discussed, the methodology for data analysis has been explained, and the difficulties faced during the research process have been outlined. The next chapter will present the data, analyze it, and present the results.

3.5. Difficulties Encountered in Carrying out the Research

It is impossible to say that there were no difficulties in the course of the research. As a matter of fact, there were significant challenges in administering the research instruments. For instance, with the questionnaire, some students were not interested in responding, while others filled it out but provided inconsistent answers, which the researcher discovered were often untruthful. To address this, the researcher encouraged and convinced the students to feel free to provide honest responses, emphasizing that it was solely for research purposes and not for a disciplinary council. Additionally, the researcher informed them that if they provided false information while filling out the questionnaire, another research student would be sent to conduct the same research, and if the findings differed, it would create a problem.

Moreover, during classroom observation, we tried to conduct an unstructured interview with some peculiar students who were more of a case study. The students in question were not willing to provide answers to the questions. Some simply told lies when asked to explain why they did what they did, such as not participating in the lesson at all. At this point, the researcher encouraged the students to feel free to talk so that changes could be made to remedy the situation.

On the part of the teachers, like the students, some were not honest. For example, one of the questions on the questionnaire asked if the teacher had challenges with classroom discipline. A teacher might say no, but in a subsequent question that seeks to know if the teacher has noticed the students manifesting indiscipline, either through body language or verbal expression, and if it affects the lesson, the teacher would then reply with a yes and add that the students are noisy, some sleep during class time, while others use offensive comments in other languages like French and Camtok. At this juncture, we selected a few teacher questionnaires that proved to be more authentic to use for data analysis.

Another aspect of the difficulties was in terms of finances. Having to print over 150 questionnaires and the transportation fare that we had to spend during the data collection were some of the challenges we faced. Additionally, the researcher had to print each chapter to submit to the supervisor, who required financial compensation. To handle this difficulty, the researcher often forgone the purchase of luxuries to save money to meet research needs.

Again, the next obstacle we faced in the research process was that the researcher lost some data that had been recorded and stored on a cell phone, as the information saved in files suddenly refused to open. Additionally, the researcher's phone was stolen, which contained videos and recordings that were useful for the research. This significantly affected the fast pace at which the researcher was working, as we had to redo the work, which was boring, discouraging, and time-consuming. In a bid to avoid these experiences, we decided to distribute any completed information or chapters to close relatives and trusted friends by sending the data to their email and to the researcher's Gmail account.

Still in line with electronic failures, the researcher's WhatsApp account was blocked from November 2023 to July 2024, which hindered communication between her supervisor, and other course mates who could provide vital intellectual contributions. Hence, it was very frustrating and rendered the research process much slower and more difficult. To solve this issue, we then resorted to phone call conversations, which were more expensive and limiting in the sense that the supervisor, for one, could not be called at any hour of the day.

CHAPTER FOUR : DATA ANALYSIS

4.0. Introduction

Chapter four will present data in four major sections: data obtained from the teachers' point of view, which includes the causes of indiscipline, the nature of indiscipline, and the methods to curb the problem. Additionally, there will be a section presenting the students' views on the causes of indiscipline, the nature of indiscipline, and the effects of indiscipline on their studies. Moreover, data obtained from participant observation and that obtained from interviews will be presented and interpreted subsequently.

4.1. The Nature of Student Indiscipline From the Teacher Perspectives.

In this study, we sought to investigate whether teachers actually face challenges regarding student indiscipline and the nature of the students who practice indiscipline. However, many aspects of the classroom setting were investigated, including the teachers' knowledge. We thought it wise to look at the number of male and female teachers who responded to the teacher questionnaire, their highest academic qualifications, professional diplomas, how long the teachers have been teaching in general, and their longevity in service. Additionally, we wanted to know if these teachers face challenges regarding student indiscipline, the various challenges they encounter, and strategies to curb or better manage those challenges. In regard to the number of male and female teachers who participated in the questionnaire, the table below presents the data obtained.

4.1.1. Teachers that Face Classroom Challenges in Regards to Indiscipline

The researcher needed to confirm that every teacher faces classroom disciplinary challenges, so a questionnaire item was designed that permitted the teachers (informants) to choose from a yes or no option. The table below is meant to display the outcome.

Table 7: Teachers that face classroom challenges

Teachers who face indiscipline challenges in class	Frequencies	Percentages
Yes	10	90.9%
No	01	9.1%
Total	11	100%

Evidently, the teachers who agree that they have been facing indiscipline challenges comprise 10 (90.9%) of the total population under study, while the teachers who do not face classroom challenges account for just 1 (9.1%). This indicates that a majority of teachers, if not all, are preoccupied with challenges in the classroom, especially regarding classroom indiscipline. If this number of teachers considers this a challenge, then it is a cause for concern. In this light, the teachers were asked to describe the nature of the indiscipline challenges they face by selecting from the options presented in the table below.

Table 8: Challenges Faced by Teachers in Regards to Indiscipline in the Classroom

The Indiscipline challenges faced	Frequency	Percentage
1) Noise from students	6	35.3%
2) Disrespectful expressions from students	4	23.5%
3) Not copying notes	4	23.5%
4) Not participating in the classroom activities or assignments	2	11.8%
5) Examination misconduct	1	5.9%
Total	17	100

Noise making by students stands as the highest and most frequent challenge that most teachers face in the classroom as its frequency is 6 and occupies 88.3% of the 5 challenges stated on the questionnaire. It is followed by both disrespectful expressions used by students which have a frequency of 4(66.6%) and not copying of notes with same frequency of 4 and (66.6%) as such it is the mode. The challenge that occupies third and last position with a frequency of 2(33.3%) is examination misconduct or malpractices which have 1 as frequency and 16.6 percent of the variables.

As the statistics indicates, the highest and most disturbing challenge faced by educators is the excess noise that students make. One can actually imagine the act of talking while those who are supposed to be listeners are also talking. It must be quite discouraging thereby leading one to ask the question: how do teachers (the informants) handle or manage this challenge. Hence, that will be the focus of the next table.

Table 10: How the Informants Handle Indiscipline From Students

Questions	Responses
How do you manage the challenges faced in class ?	1)I punish them(the students) to pick a pin, kneel and mop.(3) 2)I counsel them on examination malpractices and the importance of their participation in classroom activities (2) 3)I try to take each challenge at the base and resolve it from there. 4)I simply subtract marks from those who are victims of the above. 5)I involve them in class presentation 6)I usually create more activities (learner centered) so as to occupy them more 7)I report to the discipline department.

A look at the table makes one to understand that teachers employ a good number of strategies to manage the classroom ranging from punishments, engaging students in more classroom activities to counselling them. It is but normal that once teachers have tried but failed to handle students in the classroom they then take it to the discipline department. Moreover, 8 out

of 11 respondents actually responded to this questionnaire item to show that a majority of teachers have a tangible classroom management strategy. It is also important to note that those figures in brackets after the responses are the frequencies but since this table is more of a qualitative kind of presentation we preferred not to include another column for frequencies, percentages and a row for totals.

Moving forward, we also wanted to investigate the linguistic nature of indiscipline portrayed by students, so we first started by investigating if students actually make use of offensive verbal expressions. In that light, a questionnaire item investigated this and leaving the respondents with the options yes or no. The next table is out to present the data that was obtained.

Table 11: Possibility of Students Making use of Offensive Language to Show Case Indiscipline (The Linguistic Nature of Indiscipline)

possibility	Frequency	Percentage
YES	8	72.7
NO	3	27.3
TOTAL	11	100

From the statistics above, it is evident that 72.7% of the teachers agree that students make verbal expressions which are offensive and portray indiscipline. Moreover, one other item on the questionnaire sought to know if there are such offensive expressions made in other languages by students, the same number that is 7 out of 11 informants(teachers) who accepted that students do make unpleasant verbal expressions equally agree that students also make verbal expressions in other languages besides English language especially in French that perpetuates bad behaviour.

To continue, the researcher then proceeded to finding out the verbal expressions being used by students who are offensive the table below is going to present the data gotten

Table 12: Unpleasant Verbal expressions used by students.

QUESTION	RESPONSES
What are the verbal expressions do you often get from the students that are unpleasant	1)I am not interested 2)I have never heard about it (eg ;a simple language concept like preposition) 3)It is difficult to understand. 4)your big head 5)Idiot 6)I love you 7)Unpleasant slangs and comments in French 8)Insults like your mammy pimma(Your mother's ass) 9)You witch 10)They make comments about how tired they are even before the class starts.(2) 11)"Qu'est-ce qu'elle dit même(What is she even saying) 12)Instead of saying that, come again when they did not hear something, they will instead use;" you say ?"

From the table it is agreeable that the students can be very provocative with the numerous offensive languages that they use. They out rightly tell the teacher about their lack of interest in a particular lesson or topic, they make comments expressing their state of tiredness even before the teacher starts teaching which is, of course, discouraging. To add more pain to an injury, they use verbal expressions in other languages besides English language like French and Cameroon Pidgin English (Camtok).One can assert that such behaviour undoubtedly disturbs the flow of the lesson since it doesn't only offend the teacher, but it makes the students distracted and lose focus.

We equally decided to make inquiries on if there are behaviours besides verbal expressions that students practice that are indisciplined. At this point the informants were asked to place a tick on the options yes or no. The subsequent table will be the presentation of the data obtained.

Table 13: Student's indiscipline from a paralinguistic view

Possibility of students practicing indisciplined behaviours	Frequency	Percentages
YES	7	63.6
NO	4	36.4
TOTAL	11	100

Majority of the teachers/informants say yes to the fact that students actually practice certain behaviours that are indisciplined through a good number of ways that will be presented on the table below and analysed qualitatively.

Table 14: Student's behaviours that show case indiscipline

QUESTION	RESPONSES
1)What are the behaviours besides verbal expressions that the students portray that are indisciplined.	1)Female students wearing short skirts to school 2)The students are snobbish 3)They talk randomly in class 4)minimizing teachers 5)Fighting 6)Quarrelling 7)Walking in the classroom without permission 8)Sighing 9)Some students wait to be called more than once before they answer a question in Class 10)They sleep while the lesson is on-going 11) The students are irritating 12)The Students are annoying

Looking at the table one can see a good number of ways through which students display indisciplined behaviours which is very disturbing. With this number one can say that it is but very challenging to deal with them. I mean, how is it possible to deal with students who are annoying, irritating and quarrelsome. At this juncture it is possible to ask the question, " why “? Why are pupils and students this indisciplined.

Moreover the informants were made to choose from four options which are related to Rudolf Driekurs classroom management theory to explain why students may be indisciplined .The table below will focus on presenting the data that was gotten.

Table 15: Explanations as to why students are indisciplined.

The Explanations	Frequency	Percentages
They want to gain attention	2	18.9
They want to seek revenge	1	9.9
To gain control and power	4	33.4
They want to display a feeling of inadequacy	4	33.4

It is worthy to note that these are four goals of misbehaviour according to Rudolf Dreikurs' classroom management theory. From the table, two of these goals of misbehaviours are at the top with a frequency of four each, thereby making them the mode. Another idea that the researcher sought to investigate was to check if there is a possibility for the teachers or informants to cause students to be indisciplined. They were equally to choose from the options yes or no. The table below will present the data in respect to that.

Table 16: The Possibility of teachers influencing students to be indiscipline

The Possibility	Frequency	Percentages
YES	3	27.3
NO	8	72.7
TOTAL	11	100

The number of teachers who agree that at some point it is possible for them to cause students to misbehave stands at 3(27.3%) while those who ticked the "no" option are the majority with a frequency of 8 and occupies 72.7 Percent of the entire population that was studied. More so, the researcher also thought it was essential to find out from the teachers who agreed that there is a possibility for them to cause the students to be indisciplined, what exactly do they do that promotes student's indisciplined acts. The informants were made to tick suitable reasons from a number of options. And so, the next table will be focused on that.

Table 17: The teacher's faults in students' indiscipline

1	The teacher's faults	Frequency	Percentage
2	I am quick to anger	1	9.9
3	I am impatient	/	/
4	I abuse the students verbally	/	/
5	I am not audible enough	1	9.9
6	I am not punctual to class	/	/
7	I use my mobile Phone in class	/	/
8	I do not correct assignments	/	/
9	I do not motivate and encourage students	1	9.9
10	Sometimes I do not prepare my lesson	/	/
11	Inappropriate dressing	/	/

The three teachers /informants who accepted that, they, in one way or the other, cause the students to be indiscipline, chose different options each, which means that there is a possibility for a teacher to be the reason why students are indisciplined.

1.1.2. Suggestions from English Language teachers on how to Ameliorate Students Indiscipline

We equally thought it wise to ask the informants what advice could be given to other teachers to practice in order to ameliorate students indiscipline in an English-language class, a good number of strategies were stated but the first of them which caught the researcher's attention was that three of the teachers advised other teachers to be punctual to class. Considering the fact that it is great to teach by example, this advice can be considered ultimate.

Moreover, the various responses that were given by the informants will be presented on a table below.

Table 18: Advice from Respondents on how to better manage student indisciplined behaviours

Questions	Responses from various informants
<p>1)What will you advise other teachers to practise in order to ameliorate students' indiscipline in an English-language class.</p>	<p>1)Proper lesson preparation and taking the CBA into consideration when doing this (2)</p> <p>2)Proper dressing</p> <p>3)Motivation of students</p> <p>4)Punctuality to class(3)</p> <p>5)Avoid confrontation with students</p> <p>6)Report to the discipline department</p> <p>7)Teachers should be confident and have a good mastery of the lesson to be thought</p> <p>8)Teachers should be attentive and know how to approach every student in their respective ways (3)</p> <p>9)Always make the classroom lively and interactive (2)</p> <p>10)To discourage the use of French language in an English-language class and punish any student who disobeys.</p> <p>11)Avoid too much familiarity with the students</p> <p>12) Teachers should remain strict from the first to the last day.</p> <p>13)Discipline students either by telling them to kneel, discipline by flogging or mopping (2)</p> <p>14)Create more learner-centered activities in order to occupy them more.</p> <p>15)Counsel students (2)</p> <p>16)Tell them the importance of the subject being thought and other subjects.</p> <p>17)Discourage exam malpractices using kind words.</p>

This table presents 17 responses from 11 informants. It is important to note that some of these responses have been given by more than one respondent. The fourth point; punctuality to class for example, is a response stated by 3 teachers (informants) that is 27.3% of the informants. Another point which carries this same weight is the eighth point which goes thus; teachers should be attentive and know how to approach every student in their respective ways. Another thing to note is the fact that they are the mode, that is, they are the points with the highest frequencies. This is to show how important they are and if put into consideration and practice, students' indiscipline will be ameliorated or better managed. After all, Rudolf Driekurs said that students are social beings who have distinctive needs.

4.2 The Nature of indiscipline from the student's point of view

At this juncture, data obtained from the student's questionnaires will be presented separately. That is that of the Bilingual Teacher's Training College first and that of Saint Marcellin Bilingual Academy will come second. Reason being that, the former is a higher institute of learning while the latter is a secondary school meaning that they are of two different levels of education.

4.2.1. Bilingual Teacher's Training College

It is important to note that not all the questionnaires that were responded to, were considered because some of their responses were not consistent, some were filled with lies. So, in this school 35 questionnaires were responded to but 22 were used. The first item which was the statistics for both male and female respondents. The informants obtained will be presented below

Table 19: Data in regards to the gender of the informants

Data on the total number of Male and female informants	Frequency	Percentage
Male	4	18.2
Female	18	81.8
Total	22	100

From the data gotten, both boys and girls actually participated in the questionnaire response procedure but once again, the female population out numbered that of the male with a frequency of 18 (81.8%) and a frequency of 4 which occupies 18.2 percent for the male population.

The next aspect that was investigated was if students are indisciplined in English language classes, in this higher institute of learning. They were made to choose from the Yes or No options. The table below will present the data that was gotten.

Table 20: Possibility of students being indisciplined

Possibility	Frequency	Percentage
YES	16	72.7
NO	6	27.3
Total	22	100

From the table 72.7% of the students say yes to the fact that they have been guilty of indiscipline in an English-language class. While 27.3% says No. Looking at the statistics one can conclude that students in the higher institutes of learning are equally indiscipline to show how much it is a problem in the Teaching and Learning process. Consequently, we equally wanted to investigate what they did that made them guilty of indiscipline. At this point space was provided for them to express themselves with brief responses which will be presented below.

Table 21: Indisciplined acts of students

THE QUESTION	RESPONSES
IF yes, what did you do wrong ?	1)I spoke my mother tongue in class(2) 2)I spoke pidgin English in class (2) 3)Failure to do my assignment(2) 4)I was talking while the lesson was ongoing.(2) 5) I was reluctant to pronounce a word 6)Wrong use of Grammar

	<p>7)I made a side comment</p> <p>8)lack of concentration</p> <p>9)I Insulted someone</p> <p>10)Laughing at someone's mispronunciation of a word</p>
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Looking at the table, one can actually see a good number of things that even students at the tertiary level of education do that portray indiscipline. A good number of ways have been stated with some having a double frequency to show that this phenomenon is real. We then proceeded to find out what caused the indisciplined behaviour. They were equally made to provide short responses which are presented below.

Table 22: The causes of indisciplined behaviours

Question	Responses
What caused the Indisciplined behaviour?	<p>1) Lack of understanding (2)</p> <p>2) Distraction from friends (5)</p> <p>3) Excitement because the class was amazing</p> <p>4) Slangs from Classmates</p> <p>5) Irregularity in school</p> <p>6) Confusion</p> <p>7) Funny pronunciation made by a Classmate</p> <p>8) Lack of concentration(2)</p>

The table makes us to understand that there are a lot of causes or reasons that account for students' indisciplined behaviours in English language classes. Some have double frequency with distraction from friends being the top with a frequency of 5. This reminds one of the saying that goes thus: bad company corrupts good character. Peers, classmates and friends have great influence over their friends, so this is something to watch out for. As there is another saying that : show me your friend and i will tell you whom you are. Moving forward, we sort to investigate if students actually use verbal expressions that are unpleasant or impolite which show cases

indiscipline and they were made to choose from the options yes or no. The data obtained will be displayed on the frequency distribution table below.

Table 23: Possibility of students using offensive language

Possibility	Frequency	Percentage
Yes	18	81.8%
No	4	18.2
Total	22	100

18 students agree that they do make use of offensive expression in English language classes while 4 say no. One can conclude that students do not only behave poorly, they speak poorly too as majority have won the vote in this situation. However, it is quite disturbing for students to persistently use offensive verbal expressions in class which only promote the challenges that teachers face. The researcher then proceeded to investigate what exactly are the expressions that are used. A questionnaire item set to bring out these responses provided space for the informants (students) to provide short answers which will be presented below.

Table 24: linguistic view of student's indiscipline

QUESTION	RESPONSES
What are the expressions or impolite words you use which are not good	1)I insulted my Classmate that he was an empty vessel 2)Thunder fire you 3)Shut up 4)I use insulting words like idiot and stupid on a friend (2) 5)Get out ! 6)Boring class 7)Idiot (2) 8)I hate nonsense ! 9)Foolish 10)Stupid (2)

Looking at the table it is evident that students do make use of numerous expressions in the classroom which are offensive. A good number of them are stated twice as the frequencies in the brackets indicate. At this point the researcher then decided to find out where they actually learn these words from. Alternative options were presented for them to choose from, the data derived will be presented below.

Table 25: Where students get to learn offensive expressions

The possible places	Frequency	Percentage	Total
From home	1		4.7
From the neighbourhood	2		9.5
From friends and Classmates	15		71.4
From social media	3		14.4
From TV programs	/	/	/
Total	21		100

The data shows that the highest means through which students learn the impolite and offensive expressions that they use in the classroom in general and English language classes in particular are from their friends and classmates as it has a frequency of 15 (71.4%). This correlates with table 21 which presented the causes of students' indiscipline where the point "distraction from friends" was the highest cause. Once again i will say bad company corrupts good character something parents need to sit their children down and counsel them about. The second-highest place where they learn offensive language is from the numerous social media platforms with 3 as frequency and occupies 14.4 Percent of the variables. As such parents, guidance and teachers are called to counsel and educate the children of this generation to mind the social media content they familiarise themselves with and practice. The third place is the neighbourhood with a frequency of 2. This is to show that the neighbourhood has 9.5% of influence on the children and youths that can affect the language they use in the classroom. The very last option is the

home, it has a frequency of 1 and occupies 4.7 percent of the various options. It is important to note that 21 out of 22 students responded to this question.

A questionnaire item was also included to check or investigate how frequent students do use these offensive expressions. They were made to choose from a number of options and the next table will showcase the information gotten.

Table 26: The Frequency of offensive language used by students

Options	Frequency	Percentage
Very often	1	4.7
Sometimes	11	52.5
Rarely	9	42.8
Total	21	100

Observably, the option "sometimes", has the highest frequency with 52.5 percent. It is followed by the option "rarely" which has a frequency of 9 and occupies 42.8 percent of the total responses. The "very often" option is the one with the lowest frequency of 1 and occupies 4.7% of the total responses. One can conclude that sometimes students do make use of offensive language in the classroom.

Considering the fact that the researcher was measuring two variables that is the teacher and the student, a questionnaire item was put in place to find out if at some point the students' indisciplined behaviours can be caused by the teacher and they were made to choose from the yes or no, options.

Table 27: The possibility of the teacher causing the student to be disciplined.

Possibility	Frequency	Percentage
YES	9	40.9
No	13	59.1
Total	22	100

Those who says no, to the fact that the teacher could cause students to be indiscipline have a frequency of 13 and occupies 59.1% of the total population. Meanwhile those who say

yes, have 8 and frequency and 40.9% of the total population. This actually means that to a lesser extent the teacher can cause students to manifest indiscipline in the classroom and to a greater extent they cannot. As a matter of fact teachers are educators, it is almost impossible for them to mislead their students. However, they are encouraged to be more disciplined and self-controlled.

We also thought of finding out what teachers do in class that can cause indiscipline. A questionnaire item was designed which permitted the students to state briefly what the teachers did to them that caused them to behave in an indisciplined manner in return. The table below will present the data.

Table 30: What teachers do that provoke students to be indisciplined

QUESTION	RESPONSES	Respondents
What did the teacher do ?	1) He refused to grant me permission	-1
	2) The teacher insulted me(3)	-3
	3) Wrong pronunciation by the teacher	-1
	4) The teacher was creating fun in class	-4
	5) I answered a question wrongly and he insulted me.	-1
	6)The teacher ignored me.	-1
Total	6	8

Eight of the students gave a good number of ways through which their teachers have caused them to be indiscipline with insulting them being the top with a frequency of 3. This shows that teachers equally use verbal expressions that are offensive towards the students which needs to be avoided since it only makes matters worse.

We also wanted to know how often the students get punished for being indisciplined and so they were made to choose from a number of options which shall be presented below.

Table 31: The Frequency of how students get punished.

The Frequency of students being punished in English language classes	Frequency	Percentage
Very Often	/	/
Not very often	7	31.8
Rarely	9	40.9
Never	6	27.3
Total	22	100

One can see from the table that the option "rarely" has the highest frequency of 9 which occupies 40.9 percent of the total responses followed by the "not very often" option which has a frequency of 7 and 31.8 percent then the very last one, "never" has a frequency of 6 which occupies 27.3 percent of the responses. This is to show that teachers actually punish students but not very often. At this point, we decided to find out what type of punishment is given to students who are indisciplined in English language classes. The table will present the responses that were stated by the students.

Table 32: Punishment that are given to students by teachers.

QUESTION	RESPONSES	Respondents
What punishment were you given	1) I was asked to bring a broom	-1
	2) I was asked to go out of the class (2)	-2
	3) I was asked to kneel down(4)	-4
	4) I was asked to pick a pin	-1
	5) I was asked to dig storms	-1
	6) I was asked to stand (3)	-3
	7) I was asked to sweep	-1
	8) I was asked to do a frog jump	-1
Total	8	14

Looking from the table, it is observed that students get to be disciplined in a number of ways whenever they misbehave. A good number of punishment types has been stated with some having a frequency of 2 and 3 while that which is top on the list is punishing students to kneel which has a frequency of 4. This point actually concurs with one of the punishments that the teachers had earlier mentioned above. At least with this punishment it still allows students to be in the classroom and equally participate. The researcher equally thought it wise to ask the informants if they get to be punished all the time when they misbehave and they were made to choose from the yes or no options and the data obtained from the respondents will be displayed below.

Table 33: The frequency of how students get punished.

Question	Responses	Frequency	Percentage
Do you get to be punished all the time for being indisciplined	Yes	7	31.8
	No	15	68.2
	Total	22	100

From the table the informants, who say yes, have a frequency of 7 and a percentage of 31.8 while those who say no, occupy 68.2 percent of the responses. This is to show that students are being given a human treatment most times that they are indisciplined, teachers pardon them with the hope that they will behave better. This also shows how tolerant teachers are.

The researcher also wanted to know if the student's indisciplined behaviour affects their learning of English Language. A questionnaire item was equally included which they had to choose from the options yes or no. Its data will be presented below.

Table 34: Possibility of indiscipline affecting the student's learning of English Language

Possibility	Frequency	Percentage
Yes	8	36.4
No	14	63.6
Total	22	100

The "yes" option got a frequency of 8 which occupies 36.4 %, and the "no" option has 14 for frequency and 63.6 percent of the responses which is, of course, more than the "yes" option but if 8 of the informants could agree that their indisciplined behaviour has affected their learning of English. This will take us to the next table that will present how the students have been affected.

Table 35: The effect of indiscipline on students' learning of English Language

Question	Responses
How Did the indiscipline affect your learning of English ?	1)It made me to be absent from the lesson 2)It affected my spelling abilities 3)It did not affect me since i was influenced by over excitement.

A good number of students or informants did not respond to this questionnaire item. Nevertheless, a few did and their responses can be seen on the table above which means students are aware that indiscipline can actually affect their learning process in general and that of English Language in particular. The researcher also wanted to know if besides spoken words there are behaviours that students practice which makes indiscipline evident. They were made to choose from the yes or no option. The table below will focus on that.

Table 36: paralinguistic and non verbal aspects of student Indiscipline

Possibility of paralinguistic and non-verbal indisciplined behaviours	Frequency	Percentage
Yes	9	40.9
No	9	40.9
	18	81.8

In paralinguistics, we are looking at the non-verbal elements of speech, and to a limited extent of writing, used to modify meaning and convey emotion, such as pitch, volume, and

intonation as explained by the English dictionary. It is important to state that 4 informants did not respond to this questionnaire item, which explains why the results are 8 and with a percentage of 81.8 of the total population under study. However, it also proves that some students manifest indiscipline without talking meanwhile others are overly the noise making type. For this reason, the researcher decided to investigate what type of indiscipline behaviours students portray which do not involve speaking or using verbal expressions. The table below will display the data that was obtained.

Table 37: examples of non-verbal indisciplined behaviours.

Question	Responses
Besides spoken words what are the behaviours you have practiced without talking which makes indiscipline evident.	1) Snubbing the teacher 2) I did not greet people when I saw them 3) I ignored the teacher 4) By just being silent

It is important to state that some informants gave responses that were irrelevant to the questionnaire item. For example, an informant will say he was making noise meanwhile the questionnaire item demanded nonverbal behaviours so a good number of such responses were rejected explaining why the responses are few. Also a good number of them did not respond to that question. Nevertheless, from those responses, it is observed that students do portray indiscipline through different body language styles.

Finally, the researcher thought it was necessary to investigate why the students may be indisciplined in regards to the four goals of misbehaviours stated in Rudolf Driekurs' classroom management theory. The data obtained will be displayed below.

Table 38: The reasons why students may be indisciplined

The Reasons	Frequency	Percentages
1)To seek revenge	4	21.1
2)To gain attention	4	21.1
3)To display a feeling of inadequacy	9	47.3
4)To gain power and control	2	10.5
Total	19	100

Looking at the table, to display a feeling of inadequacy is the item with the highest frequency of 9 and occupies 47.3 percent of the responses. The item which occupies second position are actually two, that is; to seek revenge and to gain attention. They all have a frequency of 4 and occupy 21.1 percent of the responses. Lastly, to gain power and control is the option with the list frequencies of 2 which occupies 10.5 percent. however, it is important to note that some students didn't respond to this questionnaire item. From this statistics one can agree with Rudolf Driekurs that there are reasons why students may be indisciplined and if they are carefully studied, indiscipline in English language classes could be reduced.

The next part of the chapter will present data obtained from students in Saint Marcellin Bilingual Academy.

4.2. 2. Saint Marcellin Bilingual Academy

This is the secondary school that was chosen for this study or research and we thought to present the data gotten from its students (informants) separately from that of the Bilingual Teacher's Training College in order to have a clearer view and better analysis of indiscipline at the different levels of education. Investigations started by us findings out the sex of the

informants and the statistics that was gotten will be displayed on a frequency distribution table below.

Table 39: The gender of the respondents

The gender of the respondents	Frequency	Percentages
Male	22	34.4
Female	42	65.6
Total	64	100

Once again the female population is the highest with a frequency of 42 (65.6%) of the entire population while the male population had a frequency of 22 (34.4%) the reason for this imbalance cannot be explained.

The next thing we wanted to check was if it is possible for the informants to have been indisciplined choosing from the yes or no options and details of the information will be presented on a frequency distribution table below.

Table 40: The possibility of students being indisciplined

Possibility	Frequency	Percentage
Yes	47	75.8
No	15	24.2
Total	62	100

From the table the "yes" option got 47 respondents with a percentage of 75.8 and the "no" option has 15 for frequency and occupies 24.2 percent of the total responses. This is to show that

students in the institution have been indisciplined in English language classes to a greater extent. The researcher then thought of finding out what they did by providing spaces where they could provide short answers. They will be displayed below.

Table 41: What the students did to cause indiscipline in their English language classes

Question	Responses
What did you do that made you guilty of indiscipline in the class	1) I spoke poor English (5) 2) A teacher insulted me and I retaliated by smashing him intentionally. 3) Taking time to mock the teachers while teaching is on-going. 4) I was eating in class (5) 5) I spoke loudly to the teacher 6) Noise making (15) 7) I tore the exit card 8) I tore a classmate's book(2) 9) Not doing assignment 10) I came late 11) I was sleeping in class 12) I spoke rudely to the teacher 13) I spoke French in an English-language class (3) 14) I was disturbing while the teacher was teaching(2) 15) I insulted the teacher 16) I spoke pidgin in an English-language class 17) I made site (side) comments 18) I fought in class.

The table shows us a good number of ways through which students practice indiscipline in an English-language class with noise making being at the top with a frequency of 15. With this high level of noise, it is certain that the teaching and learning process must be affected. Other points which happen to be the mode as they have same frequencies are, eating in class and

speaking wrong English in class this is to show how careless and unconscious students do things inappropriately.

The researcher then sought to investigate what caused the indisciplined behaviour. Again, space was provided for them to express themselves. The data collected will be presented below.

Table 42 : The causes of the previously stated indisciplined behaviours.

Question	Responses
What caused the Indisciplined behaviour	1) I was speaking faster 2) I wanted to discuss about something 3) Comments from a classmate 4) I was hungry (2) 5) I was distracted 6) Puberty 7) They rang the bell before time 8) Too much inspiration for singing 9) I was angry (3) 10) Bad influence from friends (4) 11) I was excited 12) I was not attentive in class 13) The teacher punished me even though i was innocent 14) My friend was insulting me(2) 15) The Madam spoke with a soft voice which caused me to sleep 16) I spoke rudely to my friends 17) I wanted to beg for a book 18) My friend asked me to sing during class hour 19) I did not wake up on time 20) I was not having the text book 21) Because the teacher insulted me 22) Argument with a classmate(2) 23) I tore the exit card because when someone is outside you must wait for the person to return. 24) The teacher disrespected me(2) 25) Slip of the tongue 26) lack of manners(2) 27) The teachers over disturbed me 28) It is because I come from a French-speaking family

The table presents to us numerous reasons to explain why the students behaved the way they did with bad influence from friends being the top. This is to show that peers have a great impact on their peers as we had earlier discussed when we were looking at the point of view of the students in BTTC Mellen. There are other points which also have a frequency of 2 like "the teachers disrespected me" and "anger" respectfully. This also proves that the teacher can cause the students to be angry and consequently behave indisciplinedly obviously to seek revenge, thereby aligning with one of Rudolf Driekurs' goals of misbehaviour. Teachers are thereby called upon to mind the verbal expressions they use towards students.

The researcher also wanted to find out if students do use expressions that are impolite, so the students were to choose from the options yes or no to state their response to the questionnaire item. The table below will be focused on that.

Table 43: The possibility of students making use of impolite verbal expressions.

Possibility	Frequency	Percentage
Yes	52	86.6
No	8	13.4
Total	60	100

From the presentation of the data, the percentage of students who say yes to the fact that they can use offensive verbal expressions stands at 86.6 with a frequency of 52. Then those who chose the "no" option, occupy 13.4 percent of the responses to show that students obviously do make use of impolite verbal expressions which must definitely interrupt the teaching and learning process. At this point, the researcher also decided to know those expressions that students make which are offensive. The table below will present the data obtained.

Table 44: The impolite verbal expressions used by students in Saint Marcellin Bilingual Academy.

Question	Responses
What did you say that was impolite	1)Incomplete human being(2) 2)Fuck you (10) 3)Idiot (2 4)Evil doer 5)Useless child 6)"Mouf" (get out) 7)Your big head 8)Fat stomach 9)Your ugly face 10)Your fat head 11)Ugly monkey 12)Incomplete human being 13)Foolish(3) 14)Stupid 15)Your mother (3) 16)Shot up 16)Go away 17) "Your Mammy"(your mother, (2)) 18)School na scam 19)Your heavy head(2) 20)Good for nothing (3) 21) Your black face 22)Shit(2)

The table has presented to us a good number of offensive words used by students which show case indiscipline. That with the highest frequency. This is "fuck you," a phrase with immoral and western connotations. Its frequency is 10 to show how frequent students use it. Also,

there are other impolite or insulting expressions that students use which have frequencies of 2s and 3s. We also thought it wise to inquire where these impolite expressions are learnt. This takes us to the next table.

Table 45: Where students learn impolite expression.

Where students get to learn offensive expressions	Frequency	Percentage
1)From home		
2)From the neighbourhood	9	14.3
3)From Friends and Classmates	45	71.4
4)from social media	3	4.7
5)From Television programs	6	9.5
Total	63	99.9

The variable with the highest frequency of 45 is "from friends and classmates" which occupies 71.4 percent of the responses. This particular variable has had a large frequency if not highest throughout. From the presentation of the teachers' questionnaires, the students of BTTC Melen's questionnaires and to this one.

This is to show how far friends, peers and classmates have a huge influence on themselves. This is something parents, teachers and school administrators need to understand and ensure that measures are put in place to discourage this appalling negative influence on today's students and youths. Furthermore, the variable "from the neighbourhood" has a frequency of 9 (14.3%) which makes one to deduce that the environment where these students leave also have an impact on their morality. They are advised to watch out for the kind of company they keep in the neighbourhoods considering the fact that in the neighbourhood, a majority of people they meet are less educated. The third variable being "from television programs" has a frequency of 6(9.5%)

of the responses and the very last being "from social media" which has a frequency of 3 and occupies 4.7% of the total population under study.

We equally wanted to check the frequency of how these impolite, offensive and vulgar expressions are used by students. The informants were made to choose from the options very often, sometimes and rarely. The data obtained will be made comprehensible below.

Table 46: The Frequency of how students use foul language in an English-language class

Frequency of Usage	Frequency of responses	Percentage
1)Very often	18	29.5
2)Sometimes	24	39.3
3)Rarely	19	31.2
Total	61	100

Looking at the table, the variable "sometimes" is highest with 24 for frequency and occupies 39.3% of the responses. The second "rarely" which has a frequency of 19(31.2%) and lastly, the variable "very often" has a frequency of 18(29.5%).Therefore; it is evident that students sometimes make use of offensive expression in an English-language class.

Moreover, we wanted to know if the teacher also has a hand in the indisciplined behaviour of students. So, a questionnaire item was included where the respondents had to choose from the yes or no options. The table below will focus on the information that was obtained.

Table 47: The Possibility for the teacher to cause students to be indisciplined in Saint Marcellin Bilingual Academy

Possibility	Frequency	Percentage
Yes	32	51.6
No	30	48.4
Total	62	100

The variable "yes" has a frequency of 32 which is higher than the "no" option which stands at 30 with percentages of 51.6 and 48.4 respectively. The fact that the "yes" option has more of the responses is a pointer to the fact that teachers do cause students in Saint Marcellin Bilingual Academy to be indiscipline. We were equally interested to know what they actually do since we suspected that there could be a possibility. Here is what the researcher collected as data.

Table 48: What teachers do to cause students in Saint Marcellin Bilingual Academy to be indisciplined

Question	Responses
IF yes, what did the teacher do ?	1)He insulted me(6 2)She spoke bad English (3) 5)The teacher did not want to correct the mistake in my test paper. 4)She wrongly spelt on the board(2) 5)The teacher made a mistake, I corrected him and he insulted me then I insulted him too 6)He said he pitied my family 7)He was making fun of my tribe 8)He insulted me because I repeated a class 9)He punished me for a crime I did not commit 10)He forced me to speak fast 11)She said nobody was going out 12)The teacher was teaching only a particular section of the class.

The table presents a good number of things that teachers do which cause a student to be indisciplined. The first one being insults with a frequency of 6 to show how much the teacher's insult can affect the students. Hence, teachers should be less insolent to make the students be at a much better behaviour. There are equally other causes with frequencies of 2 and 3. They include; she wrongly spelt on the board and she spoke bad English. Critically looking at these causes, one

can conclude that the students are indisciplined due to the teacher's verbal expressions. In that light the teachers are called upon, to mind what they say in English language classes in particular.

The researcher equally wanted to know how frequent students do get punished for being indisciplined in an English-language class. They were made to choose from a few options to discuss that. The data obtained will be displayed below

Table 49: The frequency of how students get punished for being indisciplined in the English language classes.

Frequency of being punished	Frequency of responses	Percentage
Very often	2	3.2
Not very often	6	9.7
Rarely	43	69.4
Never	11	17.7
Total	62	100

The variable with the highest frequency is "rarely" with 43(60.4%) followed by "never" with a frequency of 11(17.7). The third is "not very often" with a frequency of 6 and occupies 9.7 percent of the responses and lastly, "very often" with 1 frequency of 2(3.2%). This is to show that students are not frequently punished in Saint Marcellin Bilingual Academy. The teachers discipline the students in a more humane approach just like in BTTC. Moreover, one can say that the teachers are in line with the minister of secondary education's decree that prohibits corporal punishment in schools.

For the cases that received punishment, the researcher wanted to know what exactly where they given as punishment. So, a questionnaire item was included to meet this need whereby the respondents were made to provide brief responses which will be presented on the next table.

Table 50: Punishments that are given to indisciplined students by teachers in Saint Marcellin Bilingual Academy.

Question	Responses
What punishment were you given ?	1)To clean the class after school.(15) 2)I was suspended from class (3) 3)I was punished to kneel (18) 4)To stand in front of the class and pronounce the word 5)To fill water in the school drum 6)To go and empty the dustbin 7)I was sent to the discipline department 8)To clean the toilette 9)I was beaten(3) 10) To pick a pin(4) 11)To sweep the class 12)I was scolded 13) I was punished to answer a passed GCE Question.(2)

Looking at the table, a good number of punishment strategies are employed which are good enough to teach a sound-minded student a lesson. Also teachers have proven to use less of the cane as the two top punishments are; asking the students to kneel and to mob which have frequencies of 18 and 15 respectfully. With the use of such punishment strategies, it does not only discipline the students but they are advantageous as they help to get the classroom and school premises clean. Additionally, point number 13 "that I should answer a passed GCE question" which has a frequency of 2 is another thoughtful punishment utilized by thoughtful teachers. This does not only help to instil discipline in the children but also help prepare them for the exams.

The researcher was equally interested to know if those particular punishments are often given to students or not. A questionnaire item was included which made the respondents choose from the yes or no options. The data gotten will be displayed below.

Table 51: The frequency of the administration of the previously stated punishment.

Frequency of giving the punishments	Frequency of responses	Percentages
Yes	8	13.2
No	53	86.8
Total	61	100

The "no" option has more of the responses as it reveals a frequency of 53(86.8%) while the "yes" option has less of the responses as it got 8 for frequency and occupies 13.2% of the total population. However two informants did not respond to this questionnaire item. Nevertheless, from the data, one can deduce that, teachers are not monotonous with their disciplinary approach. It is obvious that if they do, it will become boring and have a lesser effect on students. Therefore being dynamic is the best way to discipline students in English language classes in particular and other classes in general.

We also wanted to know if the indiscipline behaviour of students has affected their studies especially that of English Language. A questionnaire item was put in place to gather this data and the respondents were made to choose from the options yes or no. The data gotten will be presented below.

Table 52: The possibility of students' learning of English Language being affected by their indisciplined behaviours.

Possibility	Frequency	Percentage
Yes	36	57.2
No	27	42.8
Total	63	100

The data reveals that a good number of respondents went for the "Yes" option which amounted to a frequency of 36(57.2%) and lesser population went for the "no" variable

cumulating to a frequency of 27(42.8%). Agreeably, the students are aware that their indisciplined behaviours often attract repercussions as they have testified that it has indeed affected them. At this juncture we are going to look at how they were affected.

Table 53:How indiscipline affected the students of Saint Marcellin Bilingual Academy

Question	Responses
IF yes, how did the Indiscipline behaviour affect you	1)I had to struggle with wrong spellings and pronunciation (2) 2)It made me to hate the subject 3)It leads to poor results 4)I did not write the exam(2 5)It affected me when writing exams since i did not listen to lectures 6)I took my time laughing but I never understood what she taught in class. 7)I missed lessons(2) 8)I now find it difficult to read and understand the notes(3) 9)I get angry when i see the teacher(2) 10)I speak poor English. 11)The punishment made me a better student 12)It prevented me from receiving the love from a teacher to a student. 13)It made me lose concentration and i was just wishing for the period to come to an end 14)It made me have more challenges with grammatical expressions (2) 15)I lost marks in the subject 16)I faced writing challenges 17)When the teacher comes I do not feel like attending her class. 18)I did not have all the notes 19)It prevented me from attending her next classes 20)It made me have poor results in the exam

Observably, due to indiscipline performed in varied ways that is, verbally or non-verbally, the students suffered in a good number of ways ranging from not understanding the lesson, struggling with spellings and pronunciation difficulties to poor results in examination. This is to say that everything one does can either make or break that person. Students are therefore called upon to be more conscious of their actions. However, some learnt from the punishment and became better students.

The researcher wanted to investigate if besides spoken words there are non-verbal behaviours that students manifest which portray indiscipline. The table below will focus on the data that was gotten.

Table 54: Possibility of students using non-verbal expressions to portray indiscipline.

Possibility	Frequency	Percentage
Yes	28	46.6
No	32	53.4
	60	100

The variable with the highest frequency is "no" with a frequency of 32(53.4) and the "yes" variable has 28 for frequency and occupies 46.6% of the total responses. From this statistics, majority of the students deny practicing any non-verbal form of indiscipline. However there are those who accept that they do and so, we were interested in finding out exactly what is it that they do. The subsequent table will focus on the presentation of the data obtained.

Table 55: The non-linguistic aspect of indiscipline manifested by students of Saint Marcellin Bilingual Academy.

Question	Responses	Total number of respondents
What do you do besides spoken words that make indiscipline evident?	1)Frowning at the teacher 2)Stealing of pens(2) 3)Twerking 4)Ignoring my teacher (2) 5)Going out of the class without	18

permission	
6)Sexual harassment (2)	
7)Sighing(3)	
8)Cheating during exams	
9)Beating Classmates(4)	
10)Running away from classes	

Looking at the table we discover that the students are violent towards their classmates as four of the respondents say that they beat their classmates. Some actually use body language like sighing, ignoring and frowning in English language classes to manifest indiscipline. Finally, one can conclude that students in this institution do not only use verbal expressions to portray indiscipline but body language too.

At the end, the researcher wanted to find out the reason why students may be indisciplined in reference to Rudolf Driekurs classroom management theory and so the item was included where respondents were made to choose from a number of options. The data that was gotten will be presented below.

Table 57: The explanation as to Why Students Maybe Indisciplined

Reasons	Frequency	Percentage
1)To gain control	4	14.3
2) To gain attention	9	32.2
3)To seek revenge	10	35.7
4)To display a feeling of inadequacy	5	17.8
Total	28	100

The variable with the highest frequency is to seek revenge which has a frequency of 10(35.7%).The second is to gain attention which has 9 as frequency and occupies 32.2 percent of the total population. The third is to display a feeling of adequacy with a frequency of 5(17.8%)

and lastly the variable to gain control recorded a frequency of 4(14.3%). From these statistics one can deduce that the major reason why students may misbehave is to seek revenge.

4.3. Presentation of data obtained from classroom observation

To get eye witness information, we decided to observe three lessons. Two in form one and the other in form two. The third lesson in form three was more of a correction of tests and distribution of test papers. The reason why these classes were chosen is that the researcher felt that the students were younger and could not really understand and respond to the questionnaire.

The lessons which were observed were English language classes in which the teachers revised their previous lessons since they had finished the syllabus and each class lasted 50 minutes. Looking at the classroom setting, we saw that, student's sat at least 3 per bench. Some of the benches were very long that they left very little or no space between the various columns; usually three, limiting movement in the class, thereby making it difficult for the teacher to access the entire classroom. Consequently, it gave room for students to conveniently make noise, since noise making was noted as the top discipline challenge. It is important to state that this was more typical of the students who sat at the back of the class. Furthermore some students were found not participating. When the researcher asked to know why the students in question were not participating in classroom activities, the one in form one remained quiet. When another student in form two with the same behaviour was asked why he was not participating, he said he had forgotten his book. On overall observation, the teachers did their best to ensure a smooth functioning of the lesson by constantly calling on order in the classroom and checking that the students participate in classroom activities. However, when these students proved more insubordinate to instructions, the teachers punished them to kneel.

In the primary school, one lesson was observed and the situation was similar, the classroom was divided into four columns with 3 pupils per bench. But the benches were not as long as those of the secondary school. The class was accessible. Nevertheless the students were still noisy and disturbing one another. Some were not willing to write and were overtly naughty.

From the observation one can conclude that indiscipline is a trend or phenomenon that cuts across all the levels of education. Although there are different reasons that are associated distinctively as the teachers' questionnaires and students' questionnaires have revealed. For the primary school, the interview carried out with the primary school teacher equally make the reasons evident.

4.4. Presentation of data obtained from the Interviews

In order to ensure that the findings of this research can be generalizable and can be proven true or verified with other subjects, other teachers and school administrators, we decided to conduct an interview. In the interview we checked, to confirm if indiscipline is a challenge in their school. We investigated the causes, the nature and the ways through which indiscipline can be better manage in order to make the teaching and learning process smoother and the environment more conducive.

4.4.1 Interview with the Senior Discipline Master (SDM) of Saint Marcellin Bilingual Academy

The SDM made us to understand that indiscipline is a major challenge in his school MBA since it is manifested in and out of class, sometimes students get very noisy in class disturbing the free flow of the lesson, some not even copying notes thereby making indiscipline evident. When asked what he thinks is the reason why students are indisciplined, he attributed students indiscipline primarily to peer pressure, attention and control seeking desires of students especially in the upper classes. In his words “the big boys in higher classes are mostly indiscipline to show power and gain attention. They feel too big and because of that they do things like coming to school late just to show that they are big. They bring phones to school, they are poorly dressed.” He states that sometimes when a student is punished or confronted by the discipline master, the student will practically refuse to obey to prove a point, to impress and to be praised by his classmates. The adverse effect is that other students will copy and imitate that poor behaviour.

Another point he made was that students are indisciplined because of their parental influence. He made an example of a student who misbehaved and was punished. Since the student was equally sent home, one of his parents came to the school premises to attack the school authority. Quarrelling and threatening to slap the discipline master stating that he had no right to punish his child. To make matters worse the parent was doing so in front of the student in question thereby making matters worse . However, the SDM said that there are parents who will not tolerate any form of indiscipline, they will instead warn the student that should they be found guilty of indiscipline in school, the punishment will be increased at home.

When asked to talk about his perspectives on how indiscipline can be better managed, his response was that this challenge cannot be handled by the school alone, he stated that parents

have a great role to play having that, they give birth to the children (students), they live with them, they bring them up and they are in the best position to monitor their moral growth and so, their success or failure is mostly in the hands of their parents. In his own words:

When you send a child to school, it should not be that you have abandoned the child to us. Make sure that you control your child. I talked of this aspect of coming to school late. If you as a parent know that your child is supposed to be in school at 7:30a.m.,if 8:am meets that child at home then as a parent, you are failing. About improper dressing, every student is supposed to wear black shoes with white socks but if you allow the child to leave the house with maybe white shoes then you are failing, when a child comes back and you do not check the books to see if he or she copies notes then the parents are failing. This is because one cannot be in school as a discipline master and still play the role of parents. So i think parents have a role to play.

He equally remarked that, with the introduction of the ministerial order of no corporal punishment, it has become more difficult to handle students as such the school tries to obey by practicing more manual activities like sweeping and mopping in the place of corporal punishment. Also, they try to work with parents by inviting them to school sometimes when a situation comes up.

From the interview with the Senior Discipline Master of Saint Marcellin Bilingual Academy, one can deduce that, for the " How", students are indisciplined by making noise in class, not participating in classroom activities, coming late to school, having confrontations with the teacher or school administrator mainly to gain the attention of their peers and classmates. Also they are indisciplined due to parental upbringing(the Why). For better indiscipline management strategy, parents have the duty to counsel, educate and better discipline their children since they spend more time with them than the school administrators.

4.4. 2. Interview with an Economics teacher in MBA

In the course of the interview, the teachers started by affirming that, indiscipline is a major challenge that both teachers and students face and need to pay attention to. She said that, students portray indiscipline by fighting in class, disrespecting the teacher when he or she is

teaching, making noise. More so, she says that both teachers and students come late to school which is not correct.

As for the reason why students may be indisciplined, just like the SDM, she says that students are indisciplined because they want to follow their friends; their background is another factor that influences their behaviour. In her own words:

Background and environment is more about a child who left home angry or annoyed with the parents, upon coming to school, the child transfers all the aggression to the teachers and his classmates. Still about the environment where the child leaves, the child may be the only one going to school in that environment and the others who sit back at home can influence the child negatively.

She recommends that in order to ameliorate students indiscipline, teachers should build a better teacher-student relationship that will permit the teacher to know the students individually and personally in order to have a better strategy to approach them "because punishing them, may not be the solution. So having a close contact with them will help teachers know how to handle them," she said.

From every indication, the teacher here is at the centre and can determine how the classroom experience will be since to this respondent, the teacher has the duty to know and understand the students on a personal level in order to better approach situations.

4.4. 3. Interview with the Principal of Saint Marcellin Bilingual Academy.

As far as the interview with the principal is concerned, he stated that indiscipline is a major challenge in his school and just like other schools around.

In regards to how his students portray indiscipline, he said that it ranges from late coming to school, not doing classroom assignment, to refusal to do punishments as some prefer to actually return home in his own words :

They make it obvious that they are not supposed to be punished. As an example, there was a time that a phone was seized from a student in this school by me, it got to a point where the student held me hostage in my own office that it is

either he has the phone or something will happen. There was nothing i could do, i was kind of stranded and helpless. It got to a level that we needed an immediate dismissal. While leaving, he even promised that he was coming back. So these are some of the things that we go through which actually make our job difficult.

As for the reasons why students are indisciplined, the principal stated that the primary reason is the prohibition of corporal punishment by the Minister of secondary education. He added that, the fact that the ministerial decision was made public not just to school administrators and teachers but to everybody, making the students aware that they are not supposed to be beaten in school, it gives them an upper hand thereby promoting indiscipline.

As far as strategies on how to ameliorate indiscipline in school and to make the teaching and learning process easier are concerned, the Principal of Saint Marcellin Bilingual Academy proposed that the first thing to do is to revisit the minister's decree which prohibits corporal punishment, in his own words "a teacher is a shepherd and the student is a sheep. It is not possible for the shepherd to guide the ship without the use of the cane. Practically a shepherd must use a cane on the flock in a bit to make it follow order." Moreover, he said that at this point, things should be done just like the days of the old were the cane was fundamental to discipline a child.

Additionally, the second strategy is to ensure that students get disciplined is from home not only at the level of the school. He insists on this point because there are some parents that when their children are punished or are charged guilty of indiscipline, the parents will come to school to defend the student by claiming that they know their children and their children cannot do certain things which they are accused of. Just like the SDM, he stated that, parents make things worse when they come to school to defend their child(ren) to the school authority right in front of the student. This only gives the students more guts since they will always get their parent's backing. To solve this issue, he strongly advised that parents should learn to work in collaboration with the school authority in such a way that students will be properly followed up and hence their moral upbringing will be intensified. In a nutshell, if the Government could revise their decree, parents work hand in gloves with school administrators, then there will be some improvement.

From this interview one can conclude that ,student's show case indiscipline by not obeying school rules and regulation, by disobeying school administrators and by not submitting to punishment . The factors that cause this are mainly poor parental upbringing and the government's prohibition of corporal punishment. The way forward is for a revisitation of the Minister's decree since it is obvious that an African child yields more to the cane. Moreover parents need to upgrade their mentality and corporate with school administrators in order to instil proper moral values in their children.

4.4. 4. Presentation of data obtained from an interview with a teacher at Bilingual teachers' Training College.

He informs us that he is the bursar of the school and a teacher of Educational Statistics and Mathematics. He equally affirms that indiscipline is a major challenge in his school. In regards to how students display it, he said it is through late coming and the use of offensive verbal expressions. He specified that such is common with slow learners who often get overwhelmed by the brilliance of the fast learners but unfortunately, their smartness is termed pompousness.

As for the reason why he thinks the students are indisciplined, he attributes their indisciplined behaviours to juvenile delinquency. In his own words "Some students are in the adolescent age, some are just arriving puberty, and at this age there is what is called adolescent crisis. Most of them are trying to put into practice what their hormones want them to do. “Moreover he attributes the indisciplined aspect of late coming to the quest to earn a living and the responsibility to pay their school fees. With this point it is not totally their fault.

As a strategy to better manage indiscipline in school, he proposes that the discipline department should always be called to take charge. Again he insists that the disciplinarians should put rules, regulations and consequences of failure to abide by them so as to create an awareness in the minds of the students which will go a long way to ameliorate indiscipline in school.

Moving on to the ways through which students are disciplined in his school, he made us to understand that they do avoid corporal punishment so students are asked to bring broom as punishment, they are asked to sweep and equally to mop.

Conclusively, students in BTTC are indisciplined as they verbally criticise their classmates and they come late to school. The cause for this is mainly the experience of puberty crisis, the responsibilities to fend for themselves and pay school fees. In that light, they to an extent are not internationally indisciplined. To the teacher who served as our respondent, indiscipline can be curbed by using the discipline masters to handle situations that may arise. And since they are experts in the field, they can better handle the students.

4.4.5. Interview with the primary four teacher of Government Bilingual Practicing School Essos group 2

The teacher admits that indiscipline is a major challenge being faced in her school. Pupils do portray it verbally by noise making, insulting their classmates and stealing from their classmates, bullying and beating them.

When asked to talk about what she thinks is the cause of these indisciplined behaviours, she mainly attributes it to poor parental upbringing. In her own words "There are certain instances that a child will do something, you call the parents and nobody shows up, or the parents will come and say that my child cannot do this, from there you can understand that the child is coming from a background that tells lies."

In regards to the discipline strategies that are applied in GBPS, it includes telling the pupils to stand behind the class and other times we ask them to peak papers since the Government does not want us to beat the children. As for the strategies of which indiscipline can be better managed to make the teaching and learning process or environment more conducive she said, PTA meetings have been what they have been practicing although most often parents do not come. Another method is counselling. To her continuous counselling has been helpful as some of the pupils are now more disciplined.

From this interview, one can deduce that for indiscipline to be ameliorated, for the teaching and learning process to be smoother and for the environment to be made m

Finally, chapter four has presented and analyzed the data obtained from all the research instruments that were used in this study. These include questionnaires for both teachers and students, participant observation, and interviews. All these research instruments gathered information regarding the causes of indiscipline in the classroom and the measures to ameliorate

this challenge, paying attention to Rudolf Dreikurs' classroom management theory. The conclusion will discuss the summary of findings, it will provide suggestions or recommendations to stakeholders and suggestions for further research.

CONCLUSION

Summary of Findings.

Based on the observation that students in schools located in urban areas are increasingly becoming indisciplined, as they display this disturbing attitude through the use of vulgar expressions, unpleasant and violent behaviors, noise-making, disrespect, and examination malpractices. Moreover, they tend to copy negative habits from the Western world, such as lesbianism and homosexuality, since they are overly exposed to social media and certain television channels.

The first research question sought to investigate and analyze the causes of this disturbing tendency. Findings reveal that from the students' questionnaires at the Bilingual Teacher Training College, the students' questionnaires from Saint Marcellin Bilingual Academy, and various interviews, it has been discovered that the major causes of students' indiscipline can be attributed to peer influence and the desire to seek attention, gain power, and control. To start with the BTTC students' questionnaires, the item that required the informants to state the causes of student indiscipline showed that the response "distraction from friends" had the highest frequency of 5. Additionally, when the questionnaire presented options to the respondents regarding where students learn offensive verbal expressions, several responses were provided for the respondents to choose from to explain where students learn offensive verbal expressions nowadays. The variables included: From home, from the neighborhood, from social media, from friends/classmates, and from television channels. The option "From friends and classmates" again had the highest frequency of 15, accounting for 71.4%. As for the MBA, 22 responses were provided to explain the causes of indiscipline; the response "bad influence from friends" once again had the highest frequency of 4. Moreover, when the questionnaire asked where students learn offensive verbal expressions, the variable "from friends and classmates" had the highest frequency of 45, representing 71.4% of the total responses. Moving forward to the results of the interviews, to begin with, that of the SDM in MBA, he primarily stressed on the fact that students' indisciplined behavior is attributed to peer influence. As if that is not enough, from the interview with him, one discovers that students, especially those of the upper classes display

indisciplined behaviors just to seek the attention and admiration of their friends and to show that they are in control. Consequently, other students tend to copy these behaviors to equally gain attention and praise from their classmates and friends. This point actually concurs with two of Rudolf Dreikurs' goals of misbehavior stated in his classroom management theory. Furthermore, the interview with the Economics teacher in the MBA program equally reveals that students are disciplined because they want to follow their friends. That is, they copy what their friends do, and unfortunately, they do not copy anything good.

As for the second cause or reason why students nowadays are increasingly becoming disciplined, it is due to poor parental upbringing. Findings prove that, due to parental laxity towards the moral upbringing of their children, school premises and classrooms are fast becoming more of a jungle than an environment for teaching and learning. The SDM's interview revealed that students' parents motivate them to be disciplined. He made us understand that a majority of parents support their children whenever they do something wrong, and when the parents are invited to school, sometimes they do not need any invitation, as they would walk into the school premises to attack the school authority and warn them, stating that they have no right whatsoever to discipline their children.

The interview with the principal at Saint Marcellin Bilingual Academy absolutely concurs with this point. Similarly, the interview conducted with the primary school teacher reveals that parental influence is the highest factor that contributes to pupils' behaviors, especially discipline. She reiterated that sometimes when the pupils violate the school rules and regulations, the parents are invited to school to address the issue, but they do not come. When some actually do come, they deny every complaint made against the pupil in question.

The research question regarding the linguistic and nonlinguistic aspects of discipline, a good number of instances were brought up. Despite the numerous ways stated in the various teachers' and students' questionnaires, the most significant issue is noise making: that is the use of verbal expressions like "fuck you, your mammy pimma" which are linguistic in nature. Whereas the nonlinguistic aspects included, students' poor behaviours like snobbing the teacher, and not participating in the class. Moreover, looking at the questionnaire item that required the teachers to state the challenges they face in the classroom, examples of the challenges they mentioned included examination malpractices, not copying notes, not participating in classroom activities,

and finally, noise-making. This variable, "noise-making," actually had the highest frequency of 6 and accounted for 88.6% of the total responses. Even the interviews with the SDM in MBA and the primary four teacher of Government Bilingual Practicing School Essos Group 2 highlight this particular result.

The third research question sought to investigate how indiscipline can be better managed to make the teaching and learning process smoother and the environment more conducive, the responses obtained from the various data collection instruments were varied. Some respondents asked for the Cameroon government to uplift the ban or prohibition on corporal punishment, that teachers should be punctual to class, parents to be more serious with their parental responsibilities and just to name a few. In fact, the researcher then decided to handle the responses summarily in the recommendation section, meticulously addressing them to those it directly concerns: students/pupils, parents, teachers, school authorities or administrators, and the government.

Recommendations to Stakeholders

Observations were made regarding the increasing indisciplined behaviors of students in schools located in the city of Yaoundé, with the primary purpose of investigating the exact causes in order to propose solutions. If the recommendations presented in the subsequent paragraphs are taken into consideration by parents, students, teachers, school administrators, and the government, there will be improvements in schools in both urban and rural areas, as well as in society as a whole, concerning indiscipline.

Recommendations to Parents

Parents who are the founders or creators of the smallest and most fundamental unit of society (the family) should take their responsibilities more seriously. It is true that parenting is a very difficult task, but if God is included in the process, then I believe that everything will fall into place. The Bible says, "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6). In that light, when parents lay a solid religious foundation in the lives of their children, they will grow up to be better individuals. Moreover, parents should also pray for their children, as they can only train, advise, and discipline them when they are indisciplined; however, parents cannot completely control the hearts of their children. For that

reason, they need to do their best and then pray to God to do the rest. If this is done, the children will grow up to be more disciplined, responsible, and self-controlled pupils, students, and people of high moral values.

Still, parents should be on their guard and very vigilant with the nannies they entrust their children to. Parents need to pay special attention to the nannies and guardians with whom their kids are left, as they come from different social, cultural, and religious backgrounds, which may introduce disorder into the upbringing of the children. Some nannies might initiate the children into witchcraft or immoral sexual activities, while some guardians and relatives might abuse the children verbally, physically, sexually, and emotionally, which could cause a child to become indisciplined. Therefore, parents need to be fully observant.

Parents should remember that charity, as they say, begins at home, and so they need to live an exemplary life so that their children can easily emulate them. Parents should be disciplined, honest, and very responsible in the way they do things, and they should be conscious that their children will copy from them. As such, it will go a long way in bringing up responsible children.

Also, parents should try to be friends with their kids and frequently speak to them in a loving and friendly way so that they can make their children feel free to express themselves. In this way, the parents can get to know their children better and be aware of what exactly might be causing them to be indisciplined. As such, they can easily communicate with them and help them become more disciplined.

Parents should sometimes do research on parenting, especially young and single parents. Since parenting is not really taught in the classroom, it is imperative that parents read books or articles on parenting. They can even watch videos to be informed on how to do their job as parents.

Recommendations to Pupils and Students

Quoting the Book of Life once again, it says that children should obey their parents so that their days will be long on earth (Exodus 20:12). This is the only commandment in the Bible with an added advantage to show how important and beneficial it is to obey the instructions

parents give. Therefore, children are called to listen to them because the majority of parents will ensure that they do not mislead their children.

Moreover, children are called upon to avoid bad friends. They should know that their major responsibility or obligation is to go to school and bring their parents good grades. Thus, they should be focused in class, avoid disturbing their friends, refrain from any bad behavior, and follow school rules and regulations.

Finally, children should know that they will become parents and can be teachers in the future, so they should do to others what they would like others to do to them.

Recommendations to Teachers.

Teachers are educators and are supposed to teach by example. They need to be disciplined themselves, serious about the way they do their job, and adhere to the accepted rules or principles used in lesson preparation. They also need to be punctual to class. Just like B.F. Skinner and Ivan Pavlov said in their behaviorism theory, teachers should practice the use of positive reinforcement to motivate learners with gifts, special treats, or marks, which will go a long way in making them happy and more disciplined.

Also, they should use punishment methods that teach the learners a lesson and not those that only inflict pain on them. Moreover, teachers should learn to be more patient and tolerant, and they should avoid using offensive verbal expressions towards learners, which might only cause them to be more undisciplined, as they often tend to retaliate.

Teachers should often encourage learners to be hardworking and also explain the importance of education in their lives. Furthermore, teachers should have a close relationship with pupils and students in order to know them personally and handle them individually. If teachers have a friendly relationship with their learners, they will be open and feel free to express themselves to their teachers; as such, it will make the classroom a more conducive place for teaching and learning.

Additionally, teachers should be more tolerant and exercise patience with students' undisciplined behaviors. They should endeavor to avoid the use of offensive verbal expressions

towards students or pupils. This will help to prevent conflict and alleviate the emotional and psychological distress of the learners.

Recommendations to School Administrators

School authorities, such as discipline masters and principals, should often employ the services of school guardian counselors in order to instill proper moral values in pupils and students instead of subjecting them to punishments or sending them home. Constant correction through positive counseling will influence learners to be more conscious and disciplined.

Again, school authorities should learn to encourage disciplined learners to influence the undisciplined ones by making them sit on the same bench in class with the purpose of socializing and encouraging others to copy their examples. These pairs should often be encouraged to participate in extracurricular activities aimed at instilling discipline, such as drama, talks, or debates.

PTA meetings should often be organized, and parents of the most disciplined pupils or students should be appreciated with awards in a bid to encourage others. They could even be recognized by posting about them on the school's website and social media platforms.

Recommendations to the Government

Serious sensitization about moral values that pupils, students, and everyone in the country need to practice, such as honesty, respect, love, and obedience, should be conducted to bring more awareness. In fact, in urban areas, posters promoting these values should be placed on billboards instead of only displaying pictures of alcohol advertisements or celebrities. The continuous display of these moral values on strategic billboards will enhance the awareness of parents, pupils, students, teachers, and everyone in the country.

Again, the Cameroonian government should make moral and civic education a compulsory subject in schools and a mandatory requirement for recruitment. This school subject should be taught from kindergarten to high school so that students are instilled with good morals from an early age. When they grow up, they will not depart from these values, and consequently, this will produce not just disciplined students but well-behaved individuals in society.

Moreover, it would be great if the government could revisit the Minister of Secondary Education's decree that prohibits corporal punishment. Corporal punishment in the African context can be viewed as a traditional method of discipline. A few years ago, when corporal punishment was still in use, pupils and students were compelled to behave at the thought of a cane being used on them. Furthermore, informal observations suggest that the African child responds more to corporal punishment. Now that they are aware that their teachers and school administrators cannot physically discipline them, it gives them the confidence to misbehave, as they now fight with and injure teachers and school administrators. They also destroy school property. They have become bolder, knowing that they cannot be punished physically since they are supported by the government. In fact, the government should not completely eradicate corporal punishment but allow it to be used alongside non-corporal methods, such as positive reinforcement techniques and counseling.

Furthermore, the government should award successful and well-behaved pupils and students at the end of the school year with gifts or visits to tourist sites. This will be a form of positive reinforcement that will encourage the learners to be more disciplined and hardworking.

Suggestions for future Research

Learning, they say, never ends. In the course of this research, the researcher came across other ideas that could be explored in future studies. These research topics are equally related to the current one and will be presented subsequently.

- 1) The effect of offensive verbal expressions used by teachers on students in the classroom.
- 2) Analyzing indiscipline: A cross-sectional study on students' indiscipline at different times of the academic year.
- 3) Analyzing indiscipline in schools located in rural areas: The case of certain schools in the Batibo subdivision.
- 4) A comparative study of the effect of indiscipline on the exam results of students in the different terms of the academic year.

6) Investigating indiscipline management in secondary schools: a look at corporal punishment versus non-corporal punishment.

7) Indiscipline concerning teacher-student and pupil relationships.

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APPENDICES

Appendix 1: Teacher Questionnaire

I am a research student in the University of Yaounde 1 in the Department of English and I need you to kindly fill up this questionnaire. It is strictly for research purpose. Your identity will not be disclosed as you will clearly see that it is not even part of the questionnaire. So feel free to give true answers to the questions. Your honesty will go a long way to make my research more authentic.

Thank you for your collaboration, I really appreciate.

*Place a tick wherever there are options to choose from and provide brief responses where necessary

1)Date_____

2)Name of school_____

3)Teacher's sex A) Male B) Female

4)Region of origin_____

5)Longevity of service_____

6)Highest Academic Qualification _____

7)Professional diploma_____

8)For how long have you been teaching English language ? _____

9)Which classes do you currently teach ? _____

10)Do you have challenges in the classroom in regards to students indiscipline ? A) Yes B) No

11)If you do what are the challenges?_____

12) How do you manage these challenges_____

13) Are there verbal expressions used by students which are unpleasant ? A) Yes B) No

14) If yes, what are those offensive verbal expressions you often get from students _____

15) Are there some expressions in other languages besides English language ? A) Yes B)

16) If yes what are those you can recall _____

17) Are there behaviours besides verbal expressions that the students portray which are indisciplined ? A) Yes B) No

18) If yes, what are the behaviours ? _____

19) What are the causes of these behaviours ? _____

20) Tick the option which is most suitable to you as an explanation as to why students are indisciplined. A) They want to gain attention B) They seek revenge C) To Gain control and power D) They want to display a feeling of inadequacy.

21) Is there a possibility that sometimes you are the cause of students' poor behaviour in class ? A) Yes B) No

22) If yes what on your part do you do that is promoting students' indiscipline ? **Tick those that correspond to you** A) I am quick to anger B) I am impatient C) I verbally abuse the students D) I am not audible enough E) I am not punctual to class. F) I use my mobile phone in class. G) I don't correct assignments H) I do not motivate and encourage students I) Sometimes I do not prepare my lessons J) Inappropriate dressing

23) What will you advise other teachers to practice in order to ameliorate students' indiscipline in an English-language class? _____

Appendix 2: Student Questionnaire

I am a research student in the University of Yaounde 1 in the Department of English and I need you to Kindly fill up this questionnaire. It is strictly for research purpose. Your identity will not be disclosed as you will clearly see that it is not even part of the questionnaire. So feel free to give true answers to the questions. Your honesty will go a long way to make my research more authentic.

Thank you for your collaboration, I really appreciate.

*Place a tick wherever there are options to choose from and provide brief responses where necessary. NOTE THAT; Indiscipline is lack of control in the behaviour of person. Also it is failure to obey rules and regulations.

1)Tick your age range A) 10-----15 B) 16-----20 C) 21-----25 D) 26-----30

2)Are you male or female ? _____

3)Which region of Cameroon do you come from ? _____

4) Name of school you attend _____

5)What is your best activity during break for relaxation _____

6)What class are you in ? _____

7)Have you ever been guilty of indiscipline in an English-language class ? A) Yes B) No

8)If yes, what did you do wrong ? _____

9)What caused the indisciplined behaviours _____

10) Was there a time you said a word which was not good or impolite ? A) Yes B) No

11)If yes what was the word ? _____

12) List three words or expressions frequently used by students like you to manifest or practice indiscipline _____

13)Where do you learn these words from ? A) From home B) From the neighbourhood C) From friends and Classmates D) From social media E) From TV programs

14)How often do you use this word ? A) Very often B) Sometimes C) Rarely

15)Was there a time that your indisciplined behaviours in an English-language class was caused by the teacher ? A) Yes B) No

16)If yes, what did the teacher do _____

17)How often have you been punished for being indisciplined in your English language Classes ? A) very often B) Not very often C) Rarely D) Never

18)What punishment were you given ? _____

19)Was that particular punishment given all the time ? A) Yes B) No

20)Do you get all the time for being indisciplined ? A) Yes B) No

21)Has this indisciplined behaviour affected your learning of English Language ? A) Yes B) No

22)If yes how did it affect you ? _____

23)Besides spoken words are there behaviours you have practiced without talking which makes indiscipline evident ? A) Yes B) No

24)If yes what was the behaviour ? _____

25) Tick the option(s) that are suitable to you to explain why you may be indisciplined A) To seek revenge. B) To gain attention C) to display a feeling of indiscipline D) To Gain Control and power.

Appendix 3: Interview Guide

Hello Sir /Madam I am a Master's research student in the University of Yaounde 1, from the Department of English. In my research, I am analysing Indiscipline in the Teaching and Learning of English Language in schools found in Urban Areas and your school is one of my case studies . Please permit me to have your view on this and please feel free to express yourself, your identity will not be disclosed.

- 1)What Post do you occupy ? Or what Subject do you teach?
- 2)Is Indiscipline a major or minor Challenge in your school in respect to both teachers and students ?
- 3)How do your students portray indiscipline ?
- 4)What do you think are the reasons why students are disciplined ?
- 5)How do you think this indisciplined behaviours of student can be better managed to make the teaching and learning process or environment more conducive ?

Appendix 4: The Minister's Decree

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

MINISTERE DES ENSEIGNEMENTS
SECONDAIRES



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

MINISTRY OF SECONDARY EDUCATION

PRESS RELEASE

REF 03/23 /MINESEC/CAB/OF 16 JAN 2023

The Minister of Secondary Education informs the entire education community that cases of corporal punishment are frequently reported in both government and private schools. She reiterates that such a method of punishment is prohibited in the school milieu as stated in Article 5 of Law No. 98/004 of 14 April 1998 which lays down Guidelines for Education in Cameroon. Acceptable and appropriate methods of sanctioning students are included in the internal rules and regulations of the different schools.

Consequently, the Minister informs the education community that sanctions will be applied to schools/teachers that will practise such method of punishing students in schools.

The Minister counts on the collaboration of all for the implementation of these measures.



Nalova Lyonga
Minister of Secondary Education

cc:

- MINETAT/SGPR
- SG/PM

Appendix 5: Research Permit

REPUBLIQUE DU CAMEROUN
 Paix – Travail – Patrie
 UNIVERSITE DE YAOUNDE I
 FACULTE DES ARTS, LETTRES ET SCIENCES HUMAINES
 CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN ARTS, LANGUES ET CULTURES
 DEPARTEMENT D'ANGLAIS
 Tel. 677314484



REPUBLIC OF CAMEROON
 Peace – Work – Fatherland
 UNIVERSITY OF YAOUNDE I
 FACULTY OF ARTS LETTERS AND SOCIAL SCIENCES
 POSTGRADUATE SCHOOL FOR ARTS, LANGUAGES AND CULTURES
 DEPARTMENT OF ENGLISH
 677314484
 Yaounde the 15 MAI 2024

THE HEAD OF THE DEPARTMENT OF ENGLISH


Subject: RESEARCH AUTHORIZATION

TO WHOM IT MAY CONCERN

I, the undersigned, Professor Alobwede Esambe Charles, a lecturer at the Department of English, Faculty of Arts, Letters and Social Sciences of the University of Yaounde 1, hereby attest that the student, **MUKONG DIANNA**, registration number 18G411, is a Master's student in the said department, specializing in Sociolinguistics. She is carrying out research on the topic: **Analysing Indiscipline in the Teaching and Learning of English Language in Schools found in Urban Areas: The Case of Three Schools in the City of Yaounde.** This research work is under my supervision.

To this effect, I kindly request you to give her all the necessary information she needs.

Alobwede Esambe Charles
 Associate Professor
By order for the HOD.



[Signature]
 Valentine N. Ubanako
 Professeur Titulaire