

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

UNIVERSITE DE YAOUNDE I

**ECOLE NORMALE SUPERIEURE
DE YAOUNDE**

**DEPARTEMENT DES SCIENCES DE
L'EDUCATION**



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

THE UNIVERSITY OF YAOUNDE I

**HIGHER TEACHER TRAINING
COLLEGE**

**DEPARTMENT OF SCIENCES OF
EDUCATION**

**DISCIPLINE MANAGEMENT STRATEGIES AND STUDENTS'
ACADEMIC ACHIEVEMENT: THE CASE OF SELECTED
PUBLIC SECONDARY SCHOOLS WITHIN
THE BUEA MUNICIPALITY**

A dissertation submitted in partial fulfillment of the requirements for the award of a post-graduate diploma in Guidance and Counselling (DIPCO)

By

JATO KILANG Rebecca
B.Ed in Educational Psychology
Matr. ED10A698

Under the supervision of

KIBINKIRI ERIC LEN
Senior Lecturer

Yaounde, June 2016

CERTIFICATION

We hereby certify that this dissertation entitled “Discipline Management Strategies and Students, Academic Achievements: The case of selected public secondary schools within the Buea Municipality” was carried out by JATO KILANG Rebecca. It has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited in the Department of Science of Education, ENS Yaounde.

Signatories

President of jury

Examiner

Supervisor

Head of Department

Dr. KIBINKIRI ERIC LEN

PROF PIERRE FONKOUA

Date __ / __ /2016

TABLE OF CONTENTS

CERTIFICATION.....	i
TABLE OF CONTENTS	ii
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
LIST OF ABBREVIATIONS	viii
LIST OF FIGURES.....	ix
LIST OF TABLES	x
ABSTRACT	xi
RESUME.....	xii
GENERAL INTRODUCTION.....	1
CHAPTER ONE: PROBLEM OF THE STUDY	4
1.0. Introduction	4
1.1. Background of the Study	4
1.1.1. Historical background.....	4
1.1.2. Conceptual background	6
1.1.3. Contextual background	7
1.2. Formulation of the Problem.....	13
1.2.3. Research Question	14
1.2.3.1. General Research Question	14
1.2.3.2. Specific Research Questions	14
1.2.4. Research Objectives.....	14
1.2.4.1. General Research Objective	15
1.2.4.2. Specific Research Objectives	15
1.2.5. Justification of the study	15
1.2.6. Significance of the Study	16
1.2.7. Delimitation of the Study.....	17
CHAPTER TWO : LITERATURE REVIEW.....	19
2.0. Introduction	19

2.1. Conceptual Framework.....	19
2.1.1. Academic achievement	20
2.1.2. Discipline	22
2.1.3. Management.....	23
2.1.4. Management strategies.....	23
2.1.5. Discipline management strategies.....	24
2.1.5.1. Monitoring as a discipline management strategy	24
2.1.5.2. Preventive Control as a Discipline management strategy	26
2.1.5.3. Suspension/Expulsion as a discipline management strategy.....	27
2.1.5.4. Moral education.....	31
2.1.5.5. Discipline and academic achievement	33
2.2. Empirical Framework	34
2.2.1. Discipline Management Strategies and Academic Achievement	34
2.2.2. Socio economic status (SES) and students' academic achievements	36
2.3. Theoretical Framework.....	38
2.3.1. Theory X and theory Y by Douglas McGregor (1960) on management styles	39
2.3.2. Self-determination theory of Motivation by Ryan and Deci (1980).....	41
2.3.2.1. Motivation, discipline and academic achievement.	43
2.3.3. Production theory by Psachalopoulos and Woodhall(1985).....	45
2.3.4. Theory on Behaviour Modification by B.F. Skinner (1955)	46
2.3.4.1. Underlying Assumptions.....	46
2.3.4.2. Corrective and Preventive Discipline as viewed by Skinner	48
2.3.5. Social learning Theory by Albert Bandura (1977)	49
2.4. Research Hypothesis.....	52
2.4.1. General Research Hypothesis (GRH)	52
2.4.2. Specific Research Hypotheses (SRH).....	52
2.5. Definition of Variables and Indicators	53
2.5.1. Independent Variables	53
2.5.2. Extraneous variables	53
2.5.3. Dependent Variable	53
2.5.4. Variables under study	54

CHAPTER THREE :RESEARCH METHODOLOGY	58
3.0. Introduction	58
3.1. Research Design	58
3.2. Area of the Study	59
3.3. Population of the Study	60
3.4. Sample technique and sampling size	60
3.4.1. Sampling Technique	60
3.4.2. Sample size	61
3.5. Instruments used for data collection	61
3.6. Validation of Research Instrument	62
3.6.1. Validity of the instrument	62
3.6.1.1. Face Validity	62
3.6.1.2 Content Validity	63
3.6.1.3. Pilot testing of the instrument	63
3.6.2. Reliability of the instrument	64
3.6.2.1. Test-retest reliability	64
3.7. Procedure of Administering the Research Instrument.....	64
3.8. Method of Data Analysis	65
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.....	66
4.0. Introduction	66
4.1. Description of demographic characteristics	66
4.1.1. Distribution of respondents according to schools.....	66
4.1.2. Distribution of respondent according to class.....	67
4.1.3. Distribution of respondents according to gender	68
4.1.4. Distribution of respondent according to age category	69
4.2. Presentation and description of respondents’ opinions on our study variables.....	70
4.2.1. Distribution of the respondents’ opinions on home monitoring	70
4.2.2. Distribution of the respondents’ opinions on preventive control techniques	71
4.2.3. Distribution of the respondents’ opinions on suspension/expulsion.....	72
4.2.4. Distribution of the respondents’ opinions on moral education	73

4.2.5. Distribution of the respondents' opinions on students' academic achievement	73
4.3. Variability of students' academic achievement by personal characteristics	74
4.3.1. Variability of the respondents' sequence achievement by school	75
4.3.2. Variability of students' academic achievements by school	75
4.3.3. Variability of students' academic achievements by school	77
4.3.4. Variability of students' academic achievements by gender	79
4.3.5. Variability of students' academic achievements by age	81
4.4. Verification of Research Hypotheses	82
4.4.1. Home monitoring and students' academic achievements (RH1)	83
4.4.2. Preventive control techniques and students' academic achievements (RH2)	84
4.4.3. Suspension/expulsion and students' academic achievements (RH3).....	85
4.4.4. Moral education and students' academic achievements (RH4)	86
4.4.5. Prediction of students' academic achievements.....	87

CHAPTER FIVE: DISCUSSION OF FINDINGS, IMPLICATIONS,

RECOMMENDATIONS, SUGGESTIONS AND CONCLUSIONS	90
5.0. Introduction	90
5.1. Summary of findings	90
5.2. Discussion of findings	92
5.2.1. RH1: There is a significant relation between home monitoring and the academic achievement of secondary school students	92
5.2.2. RH2: There is a significant link between preventive control techniques and the academic achievement of secondary school students	93
5.2.3. RH3: There is a significant relation between suspension/expulsion and the academic achievement of secondary school students	93
5.2.4. RH4: There is a significant link between moral education and students' academic achievement	94
5.3. Theoretical and Professional implications.....	95
5.4. Limitations of the study and Suggestions for further studies	96
5.5. Recommendations	97
GENERAL CONCLUSION	99
REFERENCES	101
APPENDIX	106

To my lovely mother, Theresia NDOBE

ACKNOWLEDGEMENTS

My profound gratitude goes to my supervisor, Dr. KIBINKIRI ERIC LEN, for always taking out time to direct, supervise and ensure that this work follows the right trend.

I also wish to appreciate the Department of Sciences of Education and the entire staff of ENS Yaoundé for the knowledge they have imparted in me in the course of this training program.

To my parents Mr. and Mrs. John NGEH JATO, I say a big thank you for seeing me through my educational ladder thus far.

To my siblings, in order of seniority, Aaron JATO, KONGNYU Paul JATO, ALENYU Caleb, NJESHU Ruth, JATO Glory, NGEH David; a big thanks for your intellectual, moral and financial support.

Special thanks to my friends in alphabetical order, Anxious, Jeffrey, Mariana, Silvia, for their moral and financial support.

I also acknowledge the intellectual support of Mr. KAMMOE Felix.

To those who have contributed in one way or the other towards the realisation of this work, my gratitude to you all.

LIST OF ABBREVIATIONS

ACRWC	:	Africa Charter on the Rights of the Child
ANOVA	:	Analysis of Variance
BGS	:	Bilingual Grammar School
CATTU	:	Cameroon Teachers' Trade Union
CRTV	:	Cameroon Radio Television
GCE	:	General Certificate of Education
GHS	:	Government High School
LSA	:	Lower Sixth Arts
LSS	:	Lower Sixth Science
UNCRC	:	United Nations Convention on the Rights of the Child
Std	:	Standard Deviation

LIST OF FIGURES

Figure 2.1: The self-determination continuum (adapted from Deci and Ryan 2000).....	42
Figure 2.2: The relation between Relative Autonomous Motivation (RAM), Good Study Strategy (GSS), More Study Effort (MSE) and Academic Performance (adapted from Deci & Ryan, 2000).....	43
Figure: 2.3. The learning bar model (TBL) of Willms (2003).....	Erreur ! Signet non défini.
Figure 2.4: Conceptual diagram linking the independent and the dependent variable with the extraneous variables in-between.....	55
Figure 4.1: Distribution of the respondent according to schools	67
Figure 4.2: Diagram of the distribution of respondent according to class.....	68
Figure 4.3: Diagram of the distribution of respondent according to gender.....	69
Figure 4.4: Diagram of the distribution of respondent according to category.....	70
Figure 4.5: Curve of the distribution sequence achievement by school	75
Figure 4.6: Graph of the variability students' academic achievement by school	77
Figure 4.7: Graph of the variability students' academic achievement by class.....	79
Figure 4.8: Bar chart of the variability of students' academic achievements by gender.....	80
Figure 4.9: Graph on the variability of students' academic achievement by age	82
Figure 4.10: Scatter plot showing the correlation between home monitoring and students' academic achievements.....	84
Figure 4.11: Scatter plot showing the correlation between preventive control techniques and students' academic achievements	85
Figure 4.12: Scatter plot showing the correlation between suspension/expulsion and students' academic achievements	86
Figure 4.13: Scatter plot showing the correlation between moral education and students' academic achievements	87

LIST OF TABLES

Table 2.1: Synoptic table	56
Table 3.1: Distribution of the target population.....	60
Table 3.2 : Sample size	61
Table 4.1: Distribution of the respondent according to schools	67
Table 4.2: Distribution of respondent according to class	68
Table 4.3: Distribution of the Respondents according to gender.....	69
Table 4.4: Distribution of respondent according to age category.....	70
Table 4.5: Distribution of the respondents' opinions on home monitoring.....	71
Table 4.6: Distribution of the respondents' opinions on preventive control techniques	72
Table 4.7: Distribution of the respondents' opinions on suspension/expulsion	72
Table 4.8: Distribution of the respondents' opinions on moral education.....	73
Table 4.9: Distribution of the respondents' opinions on students' academic achievement	74
Table 4.10: Analysis of the effect of school on students' academic achievement	76
Table 4.11: Analysis of the effect on students' academic achievement by school.....	76
Table 4.12: Analysis of the effect of class on students' academic achievements.....	78
Table 4.13: Analysis of the effect on students' academic achievement by class	78
Table 4.14: Group Statistics for students' academic achievement by gender	80
Table 4.15: Independent t-test for students' academic achievements by gender.....	80
Table 4.16: Analysis of the effect of age on students' academic achievement	81
Table 4.17: Analysis of the effects of age on students' academic achievement.....	81
Table 4.18: Means, standard deviation and correlations between our study variables.....	83
Table 4.19: Coefficients of the regression model for students' academic achievements.....	88

ABSTRACT

This work, entitled “Discipline management strategies and students’ academic achievement: the case of selected public secondary school students within the Buea municipality”, aims at studying the impact of discipline on academic achievement. The main research hypothesis states that there is a close link between discipline management strategies and students’ academic achievement. In a bid to verify this hypothesis and its deriving secondary hypotheses, we applied Pearson Product-Moment Correlation, student t- test for independent samples, ANOVA, and Mediated Regression methods. Questionnaires were used to collect data from our target population namely GHS Bokwango, GHS Buea Town and BGS Molyko. Our research is quantitative in nature, and is guided by a cross-sectional survey research design. The results obtained from the data analysis indicate that there is a significant correlation between monitoring, preventive control techniques, suspension/expulsion, moral education (discipline management strategies) and students’ academic achievement. As a result, suggestions were made to educational stakeholders including parents to see into it that students’ academic achievement is enhanced to its full capacity at home, in the society, and within the school environment.

Keywords: Academic achievement, discipline management strategies, monitoring, preventive control techniques, suspension/expulsion, moral education.

RESUME

La présente étude, intitulée « Stratégies de gestion de la discipline et réussite scolaire: cas de quelques élèves de l'enseignement secondaire public dans la commune de Buea », se propose d'examiner le lien entre discipline et réussite scolaire. Nous partons de l'hypothèse que la discipline est prépondérante dans le processus d'enseignement/apprentissage et par ricochet pour la réussite. Pour vérifier cette hypothèse générale, de même que les secondaires qui lui sont corrélatives, nous avons recouru à la méthode de Correlation Product-Moment mise sur pied par Pearson, le T-Test pour les échantillons indépendants, l'ANOVA, et la régression médiatrice. Les participants à cette étude quantitative et transversale à savoir les élèves de GHS Bokwango, de GHS Buea Town et de BGS Molyko ont répondu à un questionnaire que nous leur avons soumis. Au terme de l'analyse et de l'interprétation des données collectées, il ressort que le monitoring, les techniques de contrôle préventif, l'exclusion et l'éducation morale (comme stratégies de maintien de la discipline) ont une corrélation significatif avec la réussite scolaire des étudiants. peuvent, de manière significative et de corrélationnelle ont une la conduite et donc la promotion des apprenants. De ce fait, un appel est lancé à toutes les parties prenantes à l'éducation y compris les parents afin qu'ils s'imprègnent du rôle de l'environnement familial, scolaire et social dans la réussite scolaire.

Mots Clés : réussite scolaire, stratégies de maintien de la discipline, monitoring, techniques de contrôle préventif, exclusion, éducation morale.

GENERAL INTRODUCTION

Education in Cameroon has come a long way. Operating under the French and the English sub-systems, education in Cameroon is aimed at preparing learners for valuable living conditions within the society and training for further education. In order to live a valuable life within any given community, the appropriate skills, values, attitudes, knowledge and competences must be imparted into the individuals. There is a serious and honest attempt to appreciate and borrow what is good in either of the sub-systems. The goal has been to make sure that education offered in schools in Cameroon prepares candidates for jobs in the global world. The aim is to make sure that at this level Cameroonians acquire certificates which can be accepted anywhere in the world.

One must applaud the Cameroon Government for the high literacy rate it has pitched for Cameroonians. But there is still the need to make education the pivot at the service of human, moral and material development in Cameroon. Research findings carried out by many educational pundits have shown that education in Cameroon is being plagued by a series of challenges amongst which are poor and fluctuating rates in the quality and quantity of students' academic achievements. Some secondary schools in Cameroon and even higher institutions have experienced instances of students manifesting acts of indiscipline like falling at loggerheads with the school administration, indulging into fight with teachers and among themselves and using harmful weapons like knives, hammers, causing strike actions, being deviant, and a host of others.

With the banning of corporal punishment in our school systems, some students have taken pride in exhibiting deviant acts consoling themselves that no punishment meted on them will be harmful or painful. Most of these students acting out of ignorance have failed to understand that they are putting their studies at risk. Studies have shown that most of the students who exhibit deviant acts are those who mostly record poor performance in sequence tests and end of course examinations. Many scholars have attributed the drop and fluctuating rates of the academic achievement of students to factors such as students' home backgrounds, the socioeconomic status of parents (White, 1982), teaching learning process, (Bandura,

1977) students' study techniques, (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedeji) indiscipline within the school environment, (Mumo, 2004) among other factors.

With all these taken into consideration, the researcher took interest in finding out the possible extent to which discipline management strategies could be a possible cause as to why students' academic achievements are on the decrease.

Observations arrived at in the course of my internship in Bilingual Grammar School Molyko-Buea shows that no fixed guidelines have been put in place as far as the disciplining of students who exhibit poor conducts within the school campus are concerned, with measures taken often ad-hoc. Also, taking into consideration that the aim of disciplining or punishing a student is for the extinction of poor conduct, the disciplinary hearing that I attended in BGS highly considered the students attending the disciplinary council, despite the gravity of the crime they were all involved in. Given that most of the students were of the examination class and their dismissal might put their end of year General Certificate of Education Examination at risk, most of these students were suspended with hard labour for days ranging from three to eight days. In addition it was noticed that the banning of corporal punishment acted as booster to some of the students who went as far as orchestrating fights on campus, fighting with teachers, bringing dangerous weapons like knives, hammers to school.

In addition, while attending the terminal class councils, I noticed that the performance of students were not the best. Some of the students were not even sure of what they want to become tomorrow, some were not happy with the series they were offering, which are all some of the factors that when looked at can determine the academic achievement of learners. As such, all these puzzled the researcher and pushed her to carry this study on discipline management strategies and students' academic achievements.

This study is sub-divided into five chapters. The first chapter looks at the problem of the study. Special interest here is on the background of the study which has been looked at under the historical, conceptual and contextual background, the formulation of the problem, research questions, research objectives, justification of the study as well as the delimitations of the study. Chapter two is consecrated to the

review of literature. Interest here is on critically analysing research works in relation to our concepts which gives an outlet to the research questions and the research objectives as well as the research hypotheses guiding the study. Also, theories that give an insight into this study will also be evoked in this second chapter as well as scholarly works of previous researchers in this area of endeavour. The third chapter of this study focuses on the methodology guiding this study. Interest here is on the type of research, the population of the study, the sample and the sampling technique used, the instruments used for the collection of data as well as the method of data analysis. Chapter four on its part focuses on the presentation and analysis of data. The fifth and last chapter handles the discussion of findings, implications of the study, recommendations, limitations of the study, suggestions for further study and finally general conclusions.

CHAPTER ONE:

PROBLEM OF THE STUDY

1.0. Introduction

This chapter presents a general background to the research topic which is discipline management strategies and students' academic achievement in public secondary schools within the Buea Municipality, Fako Division of the South West Region of Cameroon. This is within the context of secondary education in Cameroon. The background of this study will be followed by the formulation of the research problem, research questions and research objectives guiding this study as well as significance of the study, scope and delimitation of the study.

1.1. Background of the Study

The background information of a research study identifies and describes the history and nature of a well-defined research problem with reference to the existing literature. It indicates the root of the problem being studied, its scope and the extent to which previous studies have successfully investigated the problem, noting in particular where gaps exist that your study attempts to address. The background of this study will be looked at historically, conceptually and contextually.

1.1.1. Historical background

In this twenty-first (21st) century marked by globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). Education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performances in particular and their achievements in general remains a top priority for educators and the world at

large. Education is geared towards making a difference locally, regionally, nationally and globally.

Academic achievement therefore represents the indispensable starting point for a person's effective integration into a society, the construction of a society capable of significant achievements in the economic, cultural, defence, and industrial spheres. For these reasons, education specialists, economists and politicians have focused on academic achievement in tandem with an incessant search for efficient methods to improve achievements. This has reached the heart of international debate. Due to the importance of the issue, Cameroon and a number of countries, educators, trainers and researchers have invested considerable research efforts for the purpose of identifying the factors that influence academic achievements.

According to Crosnoe, Johnson and Elder (2004), there are variables inside the school and outside the school that affect the quality of students' academic achievements. They grouped these variables under factors relative to the students, factors relative to the family, factors relative to the school as well as factors relative to peers. Formal investigations on the role of demographic factors like age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status, parents' level of education, parental profession, language, income and religious affiliation dates as far back as the 19th century (Mann, 1985).

Besides the aforementioned factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic achievement of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic achievement. Most of the experts argue that the low socioeconomic status has negative effects on the academic achievement of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996)

One of the main questions being asked is whether socioeconomic characteristics contribute to the differences observed in the rate of students' academic achievement. Analysis of PISA (Program for International Student Assessment) test results has nullified such a hypothesis (PISA, 2006). Such findings, combined with the success in Finland (Darling-Hammond, 2011), oblige us to look for other key

factors explaining the marked difference in academic achievement observed among students.

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

1.1.2. Conceptual background

Academic achievement refers to a student's success in meeting short or long term goals in education. In a broader sense, academic achievement means completing high school or earning a college degree in a given semester. High academic achievement implies a student is on an honour roll. Academic achievement may also refer to a person's strong performance in a given academic arena (Birgit, 2012). A student who earns in his/her studies is said to have achieved in his/her academic field. Educational associations and schools monitor the overall level of students' academic achievement to decide what, if any, changes needs to be made in the educational system.

Discipline within the school environment in general and of students in particular is important in the attainment of the desired outcomes of education. Learners are more likely to benefit from the teaching and learning process if they are disciplined. Different authors have defined discipline in various terms. Adesina (1980:108) is of the opinion that discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students.

Egwunyenga (1994) defined discipline as the training that enables an individual to develop an orderly conduct and self-control as well as direction. Peretomode (1995)

maintains that discipline involves the ability to have self-control, restraint, respect for self and respect for others. Discipline according to Abubakar (2000) is the ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and depends on the state of mind of an individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct

Olusegun (2005) defined discipline as the proper training of the mind and body which can produce desired control necessary for an individual to perform the positive roles required for the achievement of organisational or community goals and aspirations. The paramount aim of school discipline should be to endow each learner with habits such as self-respect, and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life.

Mumo (2004) in her research on students' indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline is of no use to the individuals, their family and the society. A positive correlation between discipline and academic achievement was found in this study showing that well-disciplined students perform well academically. When students feel safe, engaged and respected, they can focus on their academic goals. Effective character education ensures that these goals are met. Character education is the foundation upon which students can reach academic achievement. Education is not just about teaching students to be good, it is teaching them to be their best. All these is possibly achieved when the effective mechanisms of curbing acts of indiscipline which are prevailing within our educational institutions are being put in place and are applied as expected. It is on this note that the researcher sought to find out the extent to which the various strategies put in place to manage discipline could influence the academic achievement of students within the Buea municipality.

1.1.3. Contextual background

Enormous efforts have been put in place by the government, stakeholders, the Cameroon Teachers' Trade Union (CATTU), parents and private individuals to see

to it that education takes a new lift; that of improving on the quality of education and improving the academic performance in particular and academic achievements of learners in general. The government of Cameroon has put in place strategies that are progressively transforming teacher education so that it responds to providing an education for sustainable development, given that teachers have a vital role to play as far as the education and academic achievements of learners are concerned. Transformative teacher education presupposes the preparation of teachers who can in their practices ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. Education during the colonial era had its specific mission which was to train learners to gain mastery in the three Rs (Reading, wRiting and aRithmetic) and teachers were trained to respond to that mission. Today there are new expectations for education where the focus is on having teachers be visionary leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The shift takes its conceptual cues from constructivism and social constructivism that address participatory pedagogy (Tchombe, 2011)

The Cameroon Teachers Trade Union (CATTU, 2013) engaged in a 3-month lobbying process which was aimed at organising a national forum. The 4-point lobby document presented by CATTU during this forum which held from March to June 2013 solicited reforms in the school curriculum, financing of education, human resource development as well as text book policies. The CATTU lobby document provided responses to the problems plaguing the educational sector in Cameroon. New applied and integrated education system which blends general education with vocational and technical training, adequate funding for both private and public schools, professional development and a national book policy which promotes indigenous authors and publishers stood out as best suggestions at the end of the forum. All these was geared towards the realization of the 2035 vision with new educational options for job creation, descent employment and both quality and quantity educational output.

The government has reformed the educational system of Cameroon to ensure that the teaching and learning process be made easier for the students. This is evident in the 1995 reforms in education which brought about a change in the teaching

learning process, from teacher centered to learner centered. Also, a good number of teachers are being posted to schools every year from the higher teacher training colleges to ensure that the needs of the increasing student population are met.

Parents are now fully involved in the education of their children. This was not the case some years back. Parents follow up the studies of their children by ensuring their children study while at home, paying the fee of their children on time so as to ensure they are not sent out of the classroom for not paying their school fee, participate in organised Parent Teacher Associations (PTA), as well as inculcating appropriate behaviours in their children which are healthy both at home and in school. Teachers too are doing everything possible to ensure that knowledge is well passed to the learners. They ensure that students respect set rules and regulations, call to order those who break these rules and regulations as well as those who exhibit acts of indiscipline. All this is to ensure that the goals of education which ranges from good academic achievement of students to the nurturing of individuals fit for societal use are met.

Despite all the effort put in by the state, parents and teachers to enhance the academic achievement of students, education is still experiencing a backdrop. This is evident in the falling and fluctuating rates of sequential examinations and public examination results of secondary school students especially those attending public education in Cameroon. Reporting during the 7:30PM national news over the Cameroon Radio Television (CRTV) on Sunday 8th of May 2016, Ebenezar Akanga reported that out of all the secondary schools in Cameroon in both the French and the English sub-systems, no public secondary school was among the first fifty (50) schools ranked in terms of Academic performance. While interviewing the principal of one of the public secondary schools, he attributed the low rate of performance of public secondary schools to lack of man-power and the populated nature of the schools. From the June 2014 and 2015 examination session, student performances at both the GCE ordinary and Advanced levels were recorded at 34.41% and 44.93%, and 63.98% and 60.41% for both 2014 and 2015 at the various levels respectively (MINSEC, 2015).

In our context much work has been carried out to examine the causes and effects of factors on the academic achievement of students. Mindful of the role discipline

plays on academic achievement in particular and achievement in life in general, it would be unfair if the strategies put in place by the disciplinary body is not given a close examination, given that the manner in which discipline is being implemented and managed in schools could be some of the reasons behind the falling and fluctuating rates of academic achievement of students in our society.

Discipline of students is important in the attainment of the desired outcomes of education. Learners are more likely to benefit from the teaching and learning process if they are disciplined. Different authors have defined discipline in various terms. Adesina (1980:108) says that discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students.

There are many methods used by educational actors to enhance discipline in schools. Some of these include corporal punishment (though banned in Cameroon Schools), guidance and counselling, suspension, sanctions, monitoring, prevention, rehabilitation, education, advice, warning, psychological punishment among others. There has been a controversy over which methods to be used and how to use them in enhancing discipline among students. Human rights activists argue that corporal punishment is dehumanizing and lacks the ability to help the punished to internalize moral values. They also argue that it perpetuates the culture of violence in the society and weakens the relationship between the student and the teacher and these have a negative impact on the learning process. For a long time, psychologists have demonstrated that the use of corporal punishment is less effective compared to other methods of behaviour modifications such as rewarding, giving instruction, modeling, ignoring, explaining and listening (Linda, 1989; McDaniel & Kappan,1986). The government of Cameroon banned the use of corporal punishment in 2001 after realizing that it was being applied indiscriminately and was causing injuries, pains and in some cases the death of victims. Cameroon, being a signatory to the United Nations Convention on the Rights of the Child (UNCRC) and Africa Charter on the Rights of the Child (ACRWC), joined these international bodies in banning corporal punishment in its educational institutions in 2001.

Corporal punishment is unlawful in Cameroon schools under Law No 98/004 article 35 of April 1998 on National Education Guidelines, prohibiting all forms of violence. However, we have yet to confirm that it explicitly prohibits corporal punishment given that some establishments still practice corporal punishment especially private establishments. With the banning of corporal punishment, the physical and moral integrity of students are guaranteed in the educational system. Teachers on the other hand feel that their powers to instil discipline have been stripped off with the ban of corporal punishment.

Measures taken to deal with indiscipline are barely adequate given that there exist no administrative or legal guidelines which could be referred to in such cases. Actions taken are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers most prominently feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and incapacitated school administration. Disciplinary actions taken are warranted. According to Fortuante (2007), teachers still use corporal punishment and at the same time indiscipline still continue to be witnessed in schools. The effectiveness of the discipline management strategies used to enhance discipline will depend to a greater extent on the way they are accepted and perceived by the students.

According to Lewis, Romi, Katz and Qui (2008), discussion of behaviour and discipline with students relate to less distraction and greater belief that the intervention is necessary. Hinting and the involvement of students in discipline decision making relate to a stronger belief that the disciplinary actions taken are warranted.

Secondary education in Cameroon is meant at preparing the learners for valuable living conditions within the society and training for further education. In order to live a valuable life within any given community and contribute towards the social, economic, and political development of that nation, the appropriate skills, values, attitudes, knowledge, and competencies must be impacted into the individual. Education in Cameroon has experienced significant fluctuations in the rates of students' academic achievements as well as magnificent increase in rates of students' indiscipline. In a high school in Douala, in 2001, a student who had been

dismissed by a decision of the Disciplinary Council waylaid the school's Discipline Master and stabbed him to death. In another High School in Yaounde in 2002, a Discipline Mistress killed a student while meting out corporal punishment on him. In the Northwest Region, in 2004, the Principal's house (of a lay-private school) was set ablaze after a student strike (the Principal had dismissed the whole class and asked students to reapply). In early 2005, all six State Universities went on strike leading to the destruction of property and the death of a number of students. Part of the blame was apportioned on the poor conflict management of the school administrators.

In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools (Ngwokabuenui, 2015). Denga (1999) in his study identified indiscipline problems such as stealing, truancy, sexual offence, vandalism and cheating as destructive practices. The percentage of students who drop out of school in most urban and rural areas of Cameroon is on an increase. These students cultivate and demonstrate deviant behaviours and may never fulfill their potentials. They become burdens to the society. There is an outcry of Cameroon educators, administrators and parents about the increasing rate of indiscipline in Cameroon secondary schools. This observation unsettles the mind of patriotic Cameroonians since children are considered the future leaders of the country.

A number of schools in Cameroon have been experiencing cases of indiscipline among them vandalism, arson, theft among students, truancy, bullying and smoking as observed from the punishment books from the various schools. Indiscipline has been earmarked as one of the challenges faced by many secondary schools in Cameroon. This has created a lot of panic among parents, teachers and stakeholders; with often asked questions such as what would the future look like when the youths of today become leaders of tomorrow?

1.2. Formulation of the Problem

Education in Cameroon is aimed at preparing learners for valuable living conditions within the society and training for further education. In order to live a valuable life within any given community, the appropriate skills, values, attitudes, knowledge and competences must be impacted into the individuals. With education geared towards attaining short term and long term goals, the government, educational stakeholders, parents, have been making enormous efforts to ensure that these goals are met to its full potential. A good number of research studies have shown that the only, if not the greatest factor that creates as well as increases the academic achievement of students is a knowledgeable, skilful teacher.

As time goes by, it has been noticed that the rates of students' academic achievement has been on a drop. Many scholars have attributed the drop and fluctuating rates of the academic achievement of students to factors such as students' home backgrounds, the socioeconomic status of parents (White, 1982), teaching learning process, (Bandura, 1977) students' study techniques, (Pauk, 1962; Deese, 1952; Akinboye, 1974) indiscipline within the school environment, (Mumo, 2004) among other factors.

With the banning of corporal punishment in schools, very little measures have been put in place to foster self-discipline in students. Some students have taken pride in exhibiting acts of indiscipline, having in mind that no punishment meted on them will be painful, forgetting that this has a direct negative effect on their academic achievements. The measures put in place to deal with indiscipline are barely adequate given that there exist no administrative or legal guideline which could be referred to as far as disciplining students is concerned. Actions are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers at times feel disempowered to deal with cases of indiscipline because of lack of support from the relevant authorities, political interference and incapacitated school administration. Little or lack of knowledge on the discipline management strategies and the suitable strategies to implement at a given point in time is a contributing factor as to why academic achievement of students is continuously on a decrease, given that much has been put in place to ensure an increase in the rates of students' academic achievement.

This study therefore seeks to investigate the extent to which the strategies put in place to manage discipline in schools influence the academic achievement of secondary school students.

1.2.3. Research Question

Research questions according to Creswell (2012) are interrogative statements that narrow the purpose statement to specific questions that researchers seek to answer in their studies. Schloss & Smith (1999) argued that a research question asks about the relationship between two or more variables. This research project was guided by the following general and specific research questions

1.2.3.1. General Research Question

The general research question guiding this study was: To what extent do discipline management strategies affect the academic performance of secondary school students?

1.2.3.2. Specific Research Questions

The specific research questions guiding this study were as follows:

- To what extent does home monitoring affect the academic achievement of secondary school students?
- To what extent do preventive control techniques influence the academic achievement of secondary school students?
- To what extent does suspension/expulsion affect the academic achievement of secondary school students?
- To what extent does moral education affect the academic achievement of secondary school students?

1.2.4. Research Objectives

A research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study (Creswell 2012). According to Amin (2005), the purpose of the study is sometimes referred to as the general

objective. This study was guided by the following general and specific research objectives;

1.2.4.1. General Research Objective

The main objective of this study is to find out the extent to which discipline management strategies influence the academic achievement of secondary school students within the Buea municipality.

1.2.4.2. Specific Research Objectives

This study was guided by the following research objectives;

- To determine if there is a link between home monitoring and the academic achievement of secondary school students
- To investigate if there is a relationship between preventive control techniques the academic achievement of secondary school students
- To find out if there is a relationship between expulsions/suspension and the academic achievement of secondary school students.
- To find out if there is a link between moral education and the academic achievement of secondary school students.

1.2.5. Justification of the study

The school, which is a social unit established by members of a society as a formal agency of education where people learn about the customs, attitudes and values geared towards solving societal problems, has in the last decades experienced a huge backdrop in students' performances and increased incidents of unrests perpetrated by acts of indiscipline. Between 2010 and 2014, the performance of students who sat for the General Certificate of Education Examination Ordinary Levels registered a steady drop. In 2010, out of the 51,881 students who sat for the GCE "O" levels, 30,099 passed while 21,782 failed with a percentage pass of 41.98% and a percentage fail of 58.02. In 2011, 55,378 students sat for this examination, 24,093 passed while 31,285 failed with a percentage pass of 43% and a percentage fail of 56.49%. In 2012, 75,010 students sat, 32,165 passed and 42,841

failed with a percentage pass of 42.88% and a percentage fail of 57.12%. In 2013, 81,675 students sat, 37,380 passed and 44,295 failed with a percentage pass of 45.77% and percentage fail of 54.23%. In 2014, out of the 96,056 students who sat for the examinations, 33,054 passed while 63,002 students failed with a percentage pass of 34.41% and a percentage fail of 65.59%. (*Source: MINSEC Annual statistics 2009-2014*).

Many factors have been put in place to justify the fluctuating and falling rates of students' performances in secondary school world over in general and in Cameroon in particular. Factors such as teaching learning methods, study environments, students' socio-economic background, rate of indiscipline among students, have been advanced for contributing to the fluctuating and dropping rates of students' academic performances in particular and their academic achievements in general. These factors, notwithstanding, it is possible that the strategies put in place to curb indiscipline among secondary schools as well as enhancing discipline could be a big contributing factor to the academic performance and achievements of secondary school students. Fluctuations in the rates of students' academic performance in Cameroon secondary schools as well as the prevalence of acts of indiscipline and the banning of corporal punishment in schools have pushed the researcher to carry out a study in this area of interest with focus on the discipline management strategies and the academic achievement of secondary school students. Also, much research work has been carried out addressing this issue of students discipline and their academic achievement but little has been done on how indiscipline amongst students can be effectively managed.

1.2.6. Significance of the Study

Best (1993), cited by Amin (2005), puts it that the researcher must demonstrate why it is worth the time, effort and expense required to carry out the proposed research. This study will be of great significance scientifically, socially and professionally.

- Scientifically, this study will significantly add to the already available knowledge on how to enhance academic achievement and maintain discipline within our school environments

- Socially, this study will open up the view of both parents and students towards education. Parents think the education of their children is the sole responsibility of the teachers and the students on the other hand think they are doing their parents a lot of good by going to school. This study will evoke the importance of education and quality academic achievement as well as the role parents and students alongside teachers can play to realise this goal.
- Professionally, this study will act as a guideline or a reference material to all stakeholders with parents and students inclusive as far as matters relative to discipline management and academic achievement are concerned. This study will provide solutions to teachers' plight of lack of unequivocal or better alternative disciplinary strategies for schools.

1.2.7. Delimitation of the Study

This study is delimited both conceptually and geographically. Conceptually, this study focuses on determining if the strategies put in place to manage students' indiscipline affect their academic achievements. It has as main independent variable discipline management strategies and as main dependent variable the academic achievement of secondary school students.

Geographically, this study will be carried out in three selected public secondary schools within the Buea municipality of the Fako division, South West Region of Cameroon. These are: Bilingual Grammar School Molyko, Government High School Bokwango, Government High School Buea town.

Theoretically, this study is limited to Theory X and theory Y by Douglas McGregor (1960) on management styles, Self-determination theory of motivation by Ryan and Deci (1980), Behaviour Modification theory of B.F. Skinner (1955), Production theory by Psachalopoulos and Woodhall (1985), Social learning Theory by Albert Bandura (1977). These theories will be exploited with their relevance to this study evoked.

Summary

This chapter examines the background of this study which is on the discipline management strategies and the academic achievement of students. The research problem has been formulated earmarking fluctuations in the rates of students' academic achievements and the gap that still exists between discipline management strategies and students' academic achievement. The objectives guiding this study as well as research questions have been stated, with the scope and delimitation of the study as well as the significance of the study earmarked.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

According to Creswell (2012), literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study. It also organizes the literature into sub topics, and documents the need for a proposed study. Best (1986:3) views review of literature as a summary of the writings of recognized authorities and previous research provide evidence that the researcher is familiar with what is already known and what is still unknown and untested. This section is therefore dedicated to experts' views on matters of discipline manage strategies and students' academic performance and research results and finding that have been previously carried out and reported. This is geared at giving the researcher a snappy picture of what has been done in this field of endeavour and what may yet be done. This section will be examined under three main areas namely; the conceptual framework, the theoretical framework and the empirical framework (review of related literatures).

2.1. Conceptual Framework

According to Miles and Huberman (1994), conceptual framework is defined as a vital or written product that explains either graphically or narratively the main things to be studied, the key factors, concepts or variables and the presumed relationships amongst them. A conceptual framework is a structure of what has been learned to best explain the natural progression of a phenomenon that is being studied (Camp, 2001). This section will examine and explicitly elaborate on the concepts of academic achievement, discipline, management, management strategies, and discipline management strategies as well as the variables guiding this study.

2.1.1. Academic achievement

Academic achievement is a multifaceted construct that comprises different domains of learning. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). (Steinmayr et al, 2014).

According to Gibson and Rankin (2015) students' academic achievement can be defined as:

...student success, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance, (p. 5)

Academic achievement: Academic achievement refers to a student's success in meeting short and long term goals in education. In a broader sense, academic achievement means completing high school, or earning a college degree in a given semester, high academic achievement may mean a student is on the honour roll.

Academic achievement can also be defined as a person's strong performance in a given academic arena. A student who earns good grades or an award in his/her studies is said to have achieved in his/her academic field.

Academic achievement within the context of this study will be defined to mean:

- Academic performance (students' test and examination marks, and graduation rates)
- Educational behaviour (attendance, drop-out rates, and behavioural problems at school)
- Students' cognitive skills and attitudes (concentration, memory and mood)

Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends

on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person. (Steinmayr, 2014).

Studies carried out by Steinmayr (2014) show that in developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity.

Most of the research works that are relative to this area of study have put forth a number of variables that are related to academic achievement. According to Pascarella and Terenzini (1980), academic achievement is rooted in personal and institutional variables. Hrabowski and Maton (1995) concurred by asserting that social and academic integration are necessary ingredients of academic achievement of students. While there is ample documentation of the personal characteristics students need before enrolling in college (Comer & Poussaint, 1992; Nettles, 1991), there are also institutional characteristics that are related to academic achievement (Gibbs, 1988). Astin (1982) argued that academic achievement is dependent on a combination of variables such as personal, institutional, and demographic variables. These three categories of variables, according to Astin are of enormous importance when looking at the academic achievement of students. Personal variables are those that emanate from the individual while demographic variables are those descriptive characteristics pertaining to the sample of the study and institutional variables centres around the support received by students from the institutions they attend.

2.1.2. Discipline

According to the Macmillan English Dictionary for Advanced Learners, international students' edition (2002), discipline is the practice of making people obey rules of behaviour and punishing them if they do not. Discipline is the art of training people to obey rules and/or codes of behaviour using punishment or other forms of behaviour modification to correct disobedience (Molindo, 2014).

School discipline is a system of rules, punishments and behavioural strategies appropriate for the regulation of children and/or adolescents' behaviour and the maintenance of order in schools, aimed at controlling students' actions and behaviours (Sarfaz Ahmed, 2003).

Within the context and content of this study, discipline will be defined as the exhibition of cultured, responsible and respectable behaviours, obeying the school rules and regulations by students.

Generally, school discipline is defined as school policies and actions taken by school personnel to prevent students from unwanted behaviours, primarily focusing on school codes of conduct (Dergisi, 2009). The use of discipline is necessary to provide and ensure students' obedience to school rules and regulations. However, the use of some methods of discipline might bring more harm than benefit.

School discipline could be defined as a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviours necessary to ensure a safe, orderly, and productive learning environment. School discipline also helps to change unacceptable behaviour. School discipline could also be viewed as a system of setting rules which are considered appropriate to regulate behaviour and maintain order among school going children. School discipline is also the establishment of a code of behaviour commonly known as school rules and regulations. These rules and regulations may include the expected standards of clothing, time keeping, or social behaviour. Generally, discipline is instruction that moulds, shapes, corrects and inspires appropriate behaviour. It is a way of teaching and guiding children rather than forcing them to obey. Its purpose is to teach children about the rules and

values of our society and help them to be self-disciplined so that they become happy, responsible adults (Molindo, 2014).

2.1.3. Management

Many scholars have attempted to define the concepts of management. Given that it is a concept that cuts across multifaceted disciplines, there is no exact or single definition for this concept. Management concerns people and can be defined as the act of control in an organisation in order to ensure the survival of the organisation. It has the major function of translating the general purposes of an organisation into specific objectives and the selection of procedures to affect them (Hughes M. G., 1974). Management has been defined by the Macmillan English Dictionary for Advanced Learners, international students' edition (2002), as the process of controlling or managing something.

Michael Porter(1980) defined strategy as the broad formula for how a business is going to compete, what its goals should be and what policies will be needed to carry out those goals and the “...*combination of the ends (goals) for which a firm is striving and the means (policies) by which it is seeking to get there*”. According to the Macmillan English Dictionary for Advanced Learners, international students' edition (2002), strategy is a plan or method for achieving something, especially over a long period of time; the skill of planning how to achieve something.

According to Vladimir Kvint (2009), strategy is a system of finding, formulating, and developing doctrine that will ensure long term success if followed effectively. Chandler, (1962) defined strategy as the determination of the basic long-term goals of an enterprise and the adoption of resources necessary for carrying these goals.

2.1.4. Management strategies

Management strategies or strategic management involves setting objectives, analyzing the competitive environment, analyzing the internal organization, evaluating strategies, and making sure that the strategies are rolled out across the organization (Sharma, 2005). It is the management of an organization's resources in order to achieve its goals and objectives.

At its heart, strategic management involves recognizing opportunities and threats facing an organization, whether coming from within the organization or from competitors, and identifying how the organization stacks up compared to its competitors. This requires the ability to look both externally and internally.

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

Educational culture, the skills and competencies of both teachers and students, and organizational structure are important factors that influence how an educational body (the school) can achieve its stated objectives. Schools that are inflexible may find it difficult to succeed in a changing educational environment. Creating a barrier between the development of strategies and their implementation can make it difficult for school managers to determine whether objectives were efficiently met.

2.1.5. Discipline management strategies

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

A number of discipline management strategies have been reviewed within the context of this work taking into consideration the specific variables guiding this study as seen in the subsequent paragraphs;

2.1.5.1. Monitoring as a discipline management strategy

According to [business dictionary.com](http://businessdictionary.com), monitoring is supervising activities in progress to ensure they are on-course and on-schedule in meeting the objectives and performance targets.

Croninger and Lee (2001) reported that the degree to which parents, teachers and care-givers interact with learners and follow-up their studies has a significant impact on students, performances and achievements. Most parents are actively involved in the education of their children by constantly checking and monitoring their academic progress. It's rather unfortunate that some parents are still ignorant of the important role they can play in enhancing the level of their children's achievements.

Research studies carried out by Desforges and Abouchaar(2003) consistently show that parental involvement takes many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. These forms of parental involvement in the education and daily life of their children is very essential.

Learners can be constantly monitored at home by parents and caregivers ensuring that they complete their homework, revise their notes and complete their assignments. While in school, students' progress can be monitored by teachers, through a steady streaming of homework, assignments, group work, quizzes, tests, projects etc. Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

According to McLane (n,d.), the essence of monitoring students' progress be it by parents, caregivers or teachers is aimed at finding out if the learners are meeting or exceeding the expectation. By so doing, teachers are able to ascertain if their teaching methods are good or need to be ameliorated upon. If the child's performance after an evaluation exercise does not meet the expectation, then the teacher *changes the teaching*. This also applies to parents wherein if their children perform below expectation, they need to reconsider the part they play in their children's success as well as the measures they use in the follow-up of their children's studies. The teacher might change the method being used, the amount of instructional time, the grouping arrangement (for example, individual instruction versus small-group instruction), or some other aspect of teaching (McLane, n.d. maintained). In this process, teachers and parents are working towards ensuring that

the goals of education, among which quality performance and academic success of learners is paramount, are being attained to the fullest.

2.1.5.2. Preventive Control as a Discipline management strategy

Prevention of conduct problems through careful planning and wise administration is desirable. Because one learns what he practices, it is advisable to prevent misbehaviour, which is in effect the practice of bad conduct. A number of principles stand as guidelines when considering prevention as a discipline management strategy:

Principles of Preventive discipline management strategies:

- The best method of discipline is preventive, which means planning in such a way as to avoid the rise of behaviour problems. This principle confirms the saying which goes thus "The best way to prevent the growth of evil is to preoccupy the soil."
- Preventive discipline helps youth to trust their educators. The wise educator, in dealing with his students, will seek to encourage confidence and to strengthen the sense of honour. Children and youth are benefitted by being trusted. Many, even of the little children, have a high sense of honour; all desire to be treated with confidence and respect, and this is their right. They should not be led to feel that they cannot go out or come in without being watched. Suspicion demoralizes, producing the very evils it seeks to prevent. Instead of watching continually, as if suspecting evil, teachers who are in touch with their students will discern the workings of the restless mind, and will set to work influences that will counteract evil. Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust.
- Teachers should watch for symptoms of restlessness and try to remove the causes of tension or institute counteracting influences.
- One of the methods of preventive discipline is for the teacher to be present on the playground with the children, taking part in their play; thus he is at hand to repress any disorder that may be incipient. The teachers of the schools often go out

with their students while they are at play, on field trips and teach them how to amuse themselves, and are at hand to repress any disorder or wrong.

- There is less likelihood of misconduct if the teacher makes obedience to his requirements as easy as possible. Since the surrender of the will is so much more difficult for some pupils than for others, the teacher should make obedience to his requirements as easy as possible.
- Where it is practicable, moving a child to a new psychological climate by placing him under a different teacher may prevent the growth of misbehaviour. If teachers see that it is impossible to bring a student under the discipline of the class, let him be removed to another class, for it may be that another teacher may be able to supply the deficiency. What one teacher lacks, another may possess.

2.1.5.3. Suspension/Expulsion as a discipline management strategy

Students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. According to the North South Wales Department of Education and Communities (2011), there will be cases of unacceptable behaviour within the school environment and it will be in the best interest of the school community and/or the students involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in situations as seen above.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school to ensure students' welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child/children. The school governing body is expected, in such a situation, to work in close collaboration with parents of suspended students in view of assisting the suspended student(s) to re-join the school community as quickly as possible.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal is expected to first of all consider the safety, care and welfare of the student, staff and other students. Before a suspension is imposed,

with the exception of the cases seen above or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal needs to:

- Ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- Ensure that appropriate support personnel available within the school system and externally have been involved
- Ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension. Develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour.
- Provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- Record all action taken. (NSW Department of Education and Communities, 2011)

Though suspension is a widely used disciplinary technique in both general and special education, research has raised serious questions about its effects. Frequent use of suspension has many undesirable and unintended outcomes, including a less healthy school environment, lower academic achievement, higher levels of disruptive or antisocial behaviour, and higher school dropout rates. Jennie Owen, Jane Wettach and Kattie Claire Hoffman (2005) proposed the following alternative strategies for effective school discipline;

➤ **Positive behaviour intervention and support**

Positive Behaviour Intervention and Support (PBIS), used in North Carolina and in many other states, is a program based on proven behavioural change strategies. Rooted in behavioural psychology, a positive behaviour support approach was first used in special education classes and has since expanded into general education classrooms. At its core, PBIS is a behaviour management system that recognizes the function of misbehaviour and develops interventions to discourage such

misbehaviour and encourage desired behaviour. A school-wide PBIS program puts the teaching of appropriate student behaviours in line with the teaching of academic subjects. A plan typically is created and implemented by a team comprised of educators, community members, and family members who review the school's discipline policies and data to identify areas of concern. The team then develops positive and support-focused interventions. Schools generally focus on a small number of behavioural expectations, such as "respect yourself, respect others, and respect property," "be safe, be responsible, be respectful," and "respect relationships and respect responsibilities." After settling on the desired focus behaviours, team members ensure that staff buys into the expectations. Consistency across classrooms is important for effective implementation of PBIS. The PBIS team also creates a matrix that enables tracking of the effects of behavioural expectations on school-wide discipline by documenting decreases in the rate of office referrals, suspensions, expulsions, as well as improvements in school climate and a decrease of administrative time spent on discipline. Review carried out on this program in 2012 showed that most schools in Northern Carolina implementing this program have witnessed a marked drop in the rates of students' indiscipline and instances of students' suspensions as well as a marked increase in the rates of students' academic achievements.

➤ **Safe and responsive schools**

The Safe and Responsive Schools (SRS) project assists schools in developing a comprehensive and preventive process for addressing school violence and improving student behaviour. The program rests upon the premise that an instructional approach to school discipline is more effective than a punitive approach. The SRS program focuses on students who require explicit instruction and structure to learn their schools' expected behavioural practices. SRS also involves parents and community members and stresses comprehensive planning to design a program that is individualized for a particular school. Comprehensive SRS plans include three components. First, programmatic prevention efforts, such as conflict resolution help to establish a violence-free environment by equipping students with alternative ways to resolve problems. Second, screening and assessment processes allow schools to identify at-risk students early and to provide

them with support before their problems escalate into violence. Third, schools develop and implement specific responses to disruptive behaviours, (Owen et. al, 2005). To implement an SRS program, a school must engage in a strategic planning process. This typically can take an entire school year with the programming going into effect the following year. The strategic planning process begins with the formation of a team comprised of professionals, parents, and students. The team gathers data on the strengths and needs of the school and develops the mission of the project. With an eye on evidence-based best practices in violence prevention and intervention, the team develops a plan that best addresses the safety needs of the school.

➤ **Professional development and support for teachers**

Professional development for teachers can help improve academic instruction and reduce suspension through behavioural interventions. As students become adolescents and move from elementary school to middle school, suspension rates dramatically increase. A wealth of research links effective classroom management with improved outcomes, suggesting that providing support and training for teachers could help reduce suspension rates. It is believed that most of the behaviours that violate school rules are rooted in adolescent development, teachers working with middle and high school students may need specialized training in this area. Studies show that training teachers on how to manage learners' differences within the classroom and the school environment will positively affect the learning environment by reducing misbehaviour and increasing expected educational outcomes (academic achievement) Large disparities in suspension rates for minorities and students with disabilities suggest that teacher training on multicultural sensitivity could positively affect the classroom environment and reduce misbehaviour. Two professional development programs developed at the Curry School of Advanced Study of Teaching and Learning at the University of Virginia have been shown to improve teacher effectiveness and improved student outcomes. The My Teacher Partner Program (MTP) relies on a web-mediated coaching cycle in which teachers reflect on interactions with students and meet one-on-one with coaches to develop an action plan to build on strengths and address challenges. Aligned with MTP is the Classroom Assessment Scoring System

(CLASS), an observational tool that defines and measures effective interactions in school classrooms. The tool both effectively measures teacher behaviours linked to student academic gains and offers teachers resources for strengthening the types of interactions that result in positive outcomes.

➤ **Objective threat assessment**

Objective threat assessment is a process that allows school administrators to distinguish between students who make threats and students who are likely to carry out their threats. Threat assessment also includes efforts to prevent threats from being carried out. Thus, carefully assessing student threats ensures that the educational environment is safe and that exclusion is used only in cases where it is truly appropriate. In a study of 600 schools that used threat assessment protocols, 15 percent fewer students received short-term suspensions and 25 percent fewer students received long-term suspensions.

➤ **Restorative justice**

Restorative justice practices originate from a criminal justice technique in which people convicted of crimes are held accountable, in part, by facing the people who have been harmed by their actions. In schools, these programs aim to hold students accountable and to change their behaviour. Research shows that when implemented on a larger, school-wide scale, use of restorative justice techniques can decrease misbehaviour and suspension rates. Furthermore, restorative justice practices can be used in many different situations and can be tweaked to fit the students involved or the behaviour targeted.

2.1.5.4. Moral education

The word “moral” comes from a Latin root (mos, moris) and means the code or customs of a people, the social glue that defines how individuals should live together. Moral education, then, refers to helping children acquire those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities (Kohlberg, 1975). In this view, moral education should contribute not only to the students as individuals, but also to the social cohesion of a community

The goal of moral education is to stimulate the child to reason at a higher level of moral maturity whereby the individual internalizes his or her beliefs and acts upon these beliefs (Duska and Whelan, 1975). An understanding of Kohlberg's research and findings of moral development would be helpful in understanding why a higher level of moral reasoning is desirable.

As stated earlier, Kohlberg believed the development of a moral society is dependent upon the moral standards of the individuals that live within that society. The way to aid society's progress then is to aid the individual's progress in moral development. Moral education can coexist in and throughout the curriculum and it need not be a separate curriculum or a portion of curricula that is set aside for only religious institutions to address (Kohlberg, 1975).

Mambula (1999) considers moral education superior to any other form of education, as without it, other types of education would lose their efficacy. He maintains that the subordination of intellectual education, to moral education follows directly for the recognition of the basic aim of education, the elevation of ourselves to sense of the inner dignity of our nature, and of the pure lighter, godly being which lies within us. This sense is not developed by power of our mind in thought but is developed by the power of our heart in love (p. 72)

Nwamuo and Ekwe (1998) opined that the aim of moral education is perfection of thinking, feeling and action. Children and youth of today make up the population of secondary education within our society and they will later become adults and leaders of tomorrow. They should be influenced positively to behave well and have a positive character that will build hope for a better nation. But on the contrary Giasi, (1993), observed that most of our youths in the secondary schools do not meet up with the moral standard of our society. Immorality has eaten up the hearts of some of our youth. The effect of declined morality among youths is that such students are involved in many social vices. These result in poor performance in sequence and terminal results and overall academic achievement. Not only limiting such effects within the confines of education, there is lo a direct negative effect of moral decadence put forth by youth on the productivity of a nation. Iwundu (1995) noted that, youths who are morally sound are well adjusted in society; they are high

academic achievers, future ideal representatives, building strong hopes in the life of their parents, teachers and societal members at large.

One purpose of moral education is to help make children virtuous (honest), responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project (making sense of life). On most accounts, morality isn't intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews (Kohlberg, 1975). Mondy (1987) noted that, once we have a comprehensive concept of character we need a comprehensive approach to developing it. This approach encourages schools to look at themselves through a moral lens and consider how virtually everything that goes on there affects the values and character of students. Then, plan how to use all classroom and school life as deliberate tools of character development. With this taken into consideration alongside the necessary parameter, moral character of students is bound to be improved upon and this will cultivate in them a positive attitude towards their studies which will spur up the rates of their academic achievements

2.1.5.5. Discipline and academic achievement

Many of the research findings in the social sciences, pedagogy and education argue for the strong relationship between discipline and academic achievement, with a lack of discipline considered as a factor in declining achievement. Scholars are fairly unanimous in their conclusion that the introduction of effective disciplinary practices in school is crucial to ensuring academic success together with a safe learning environment (Putnam et al., 2005), cultural environment that retained the priority of knowledge (Lee and Tseng, 2008) and understanding the child personality (Hoffman et al., 2009; Yang, 2009) and giving great attention to the child's needs (Brown, 2009; and Rao, 2008). Researchers have begun to argue that discipline problems contribute to a decline in academic achievement. A review of the studies conducted indicate two main directions of research, one of which leads to the study of causal factors, the other in the search for practical methods meant to improve discipline in the schools.

2.2. Empirical Framework

Most of the research works that have been carried out to check the possible reasons behind the fluctuating and falling rates in the levels of students' academic achievements have taken into consideration factors such as students' learning habits/techniques, assessments methods, students socio-economic status, racial or home backgrounds, gender, students' indiscipline, among other factors. Most of these studies have confirmed the above mentioned factors to be positively correlated with the academic achievements of students.

2.2.1. Discipline Management Strategies and Academic Achievement

In the educational parlance, performance manifests through Academic achievement, which is the manifestation of a student's habit of study and they in turn are formed and strengthened through education. The development of good study habits is equally relative and helpful not only in academic work but in career actualization. And because this interrelationship cannot be overlooked, the academic achievement and study habit of the student to a large extent culminates into shaping an individual's destiny. The general belief is that students who exercise good study habits are likely to excel than those with poor study habits. According to Sharma (2005, p.67) *academic achievement is a necessary evil because one kind of ability is rewarded economically and socially more than others*. This necessitates concern over factors that are commonly linked with academic achievement.

There is tremendous pressure on students to earn good grades because academic achievement is assumed to possess predictive value and used to bar the gate or to open between the primary, secondary schools and university, and also between the university and certain social professions (Sharma, 2005, p.69).

Parents desire that their children climb the ladder of performance to the highest level as much as possible. The desire puts a lot of pressure on students, teachers, schools and the entire education system in general, making it to revolve around the academic achievement of students. The importance of academic achievement has raised several queries among educational researchers, such as why does one student perform better than another? Unfortunately, "*explanations provided however*

correct they may be, in their own way, have placed a lopsided view of the problem and merely scratched its surface” (Dashpande, 1984, p.6).”

Study habits are well-planned and deliberate patterns of study, which have attained a form of consistency on the part of the students towards understanding academic subjects and passing examination (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedeji). Therefore, study can be interpreted as a planned program of subject matter master. According to Crow and Crow, (2007), the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skills. In line with this school of thought therefore, successful achievement in any form of academic activity is based upon study, interpretation and application patterns of the learners. Each and every one has different study habits. All often, students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. Those students in high school who succeed especially well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures. Good health, sufficient sleep, appropriate exercise and nutritious diet are essential to achievement of good study results. Study conditions that are unfavourable include inadequate lighting, extremes of temperatures, humidity, poor posture, subnormal physical conditions and emotional disturbance.

Although habits differ from person to person, some general principles can be derived about studying efficiently. Here are some good study habits that lead to better academic achievement: attending classes regularly, taking down notes during teaching, concentrating on study, studying with aim of getting meaning not cramming, preparing an individual study time table, following up the time table keenly, having proper rest periods, managing problems regarding home and school environments and planning activities properly, keeping daily survey of work done, maintain good study habits, having a sense of responsibility as well as being self-disciplined. Child (1981, p.95) reports that, *“studies with human and animal subjects have revealed that an ability to learn how to solve problems of a given kind can be developed with sufficient practice on tasks of a similar nature.”* Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. Crow and Crow (2007,

p.261) state that studying requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose. Child (1981, p.95) in *Psychology and the Teacher* asserts that “*we talk about forming bad or good habits in many everyday activities in both social and educational contexts. We behave, by and large, in characteristic ways because we have discovered through experience that some responses are more effective than others*”. Sawar et al. (2009) in their analysis on “Study Orientation of High and Low Academic Achievers at Secondary School Level on Pakistan” revealed that the high achievers had better study orientation, study attitude than the low achievers.

2.2.2.Socio economic status (SES) and students’ academic achievements

Socioeconomic status is not only directly linked to academic achievement but also indirectly linked to it through multiple interacting systems, including students’ racial and ethnic background, grade level, and school/neighbourhood location (Brooks-Gunn & Duncan, 1997; Bronfenbrenner & Morris, 1998; Eccles, Lord, & Midgley, 1991; Lerner 1991). For example, family SES, which will largely determine the location of the child’s neighbourhood and school, not only directly provides home resources but also indirectly provides “social capital,” that is, supportive relationships among structural forces and individuals (i.e., parent–school collaborations) that promote the sharing of societal norms and values, which are necessary to success in school (Coleman, 1988; Dika & Singh, 2002). Thus, in addition to the aforementioned methodological factors that likely influence the relation between SES and academic achievement, several student characteristics also are likely to influence that relation.

The effect of social and economic circumstances on academic achievement may vary by students’ grade level (Duncan, Brooks-Gunn, & Klebenov, 1994; Lerner, 1991). However, the results from prior studies about the effect of grade or age on the relation between SES and academic achievement are mixed. On the one hand, Coleman et al.’s (1966) study and White’s (1982) review showed that as students become older, the correlation between SES and school achievement diminishes. White provided two possible explanations for the diminishing SES effect on academic achievement. First, schools provide equalizing experiences, and thus the

longer students stay in the schooling process, the more the impact of family SES on student achievement is diminished. Second, more students from lower-SES backgrounds drop out of school, thus reducing the magnitude of the correlation. On the other hand, results from longitudinal studies have contradicted White's results, by demonstrating that the gap between low- and high-SES students is most likely to remain the same as students get older (Duncan et al., 1994; Walker, Greenwood, Hart, & Carta, 1994), if not widen (Pungello, Kupersmidt, Burchinal, & Patterson, 1996)

Blyth and Miller (199) highlighted the importance of establishing patterns of punctuality and regular attendance at the point at which children have their first experiences of compulsory education. they also propose some measures to improve attendance, improving involvement with students' families, increased liaison between primary and secondary schools as well as higher institutions, the provision of incentives for improved attendance, identification of students "at risk", truancy checks, introduction of register and analysis of attendance data. Barwell (1834,p.43) used prose to depict the importance of true time management . To her, those who employ time will never do wrong, and those who do not employ time will rarely do right.

Basu and Webul (2002) contend that a pupil's culture, norms and habits are important determinants of the quality of life, economic progress and growth. They point out that punctuality, which is widely considered to be cultural is also to a large extent a matter of individual choice. In other words, punctuality can be a shared social trait and an equilibrium response on the part of every individual.

Teachers who are not punctual school should not expect regular attendance from students. Tauber in his sound theory and effective practice opined that teachers should lead by examples. Teachers expect students to be dependable, accountable and be where they are supposed to be at the right time. Thus, if the students fail to be punctual, the teachers should thus hold themselves responsible for not being able to meet up with the task of being punctual. Wilkins (1975,p.149) said that "good behaviour within the school means general conduct and actions of people which are necessary for learning". This implies that the behaviour extends to both teachers

and students. The behaviours of staff are more important because it will be copied by students.

Meanwhile, Russel (2000) suggests that punitive measures do not necessarily reduce indiscipline among students. She proposes a preventive early warning response model to indiscipline. Ultimately, an effective disciplinary system may be judged by the extent to which it teaches students to solve interpersonal problems without resorting to disruption and violence.

According to Walter (1999), parents and teachers are responsible for the discipline of their children. The teachers have to manage discipline in school, on the playground, while parents ensure discipline at home. Broken homes characterised by single moms, watching of violent and wayward TV channels, playing of video games, working mothers are some of the causes of indiscipline among students. Discipline is when students have the opportunity to learn responsible and other valuable social skills for good character in an atmosphere of kindness, firmness, dignity and respect.

2.3. Theoretical Framework

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

- Theory X and theory Y by Douglas McGregor (1960) on management styles
- Self-determination theory of motivation by Ryan and Deci (1980)
- Behaviour Modification theory of B.F. Skinner (1955)

- Production theory by Psachalopoulos and Woodhall (1985)
- Social learning Theory by Albert Bandura (1977)

2.3.1. Theory X and theory Y by Douglas McGregor (1960) on management styles

Theory X and theory Y are theories of management styles and human motivation that were created and developed by Douglas McGregor at MIT Sloan School of Management in the 1960s. It is a theory based on the behaviour of individuals at work. The theories are based on the following assumptions:

Theory X assumptions

- The average human being has an inherent dislike of work and will avoid it if he can.
- Most people must be coerced; controlled, directed or threatened with punishment to get them expend adequate effort towards the achievement of organizational objectives.
- The average human being prefers to be directed, wishes to avoid responsibility, has relative little ambition, and wants security above all.
- Most people must be coerced or controlled
- People avoid responsibility and have little ambition

The outcome of this theory is that work becomes a means to an end and it reinforces the rigid lines of authority.

Theory Y assumptions

- Physical and mental work effort are natural; the expenditure of physical and mental effort in work is as natural as play or rest and that the average human being does not inherently dislike work, which can be a source of satisfaction

- Committing to objectives will allow the full range of control tools to be utilized; external control and the threat of punishment are not the only means of bringing about effort. People can exercise self-direction to achieve objectives to which they are committed to.
- Commitment is a function of proper rewards; commitment to objectives is a result of the rewards associated with their achievement. The most significant of these rewards is satisfaction
- People learn to seek responsibility
- People have the ability to creatively solve organizational problems
- Employees need the freedom to utilize their untapped potential.

With respect to theory X, managers do not give their staff opportunities or non-financial rewards such as the opportunity to fulfill his personal goals so that the employees behave in the expected manner. According to X, individuals are inherently lazy and happy with their jobs. According to DrKumi Mark, if the organizational goals are to be met, the management influenced by theory X must rely heavily on the threat of punishment to gain compliance of employees. This is usually exercised in professions where promotion is infrequent and where workers tend to perform repetitive tasks in their jobs. The management of theory X tends to blame employees in most situations, without questioning the systems, policy, or lack of training which could be the real cause of failures. Critics believe that a theory X manager could be an impediment to employee morale and productivity.

According to theory Y, employees are ambitious, self-motivated and exercise self-control. Douglas McGregor believed that the management influenced by theory Y is more likely than that of theory X to develop a climate of trust with employees required for employee development. This would include managers communicating openly with subordinates, creating a comfortable environment in which subordinates can develop and use their abilities. This environment includes sharing of decision making so that subordinates have a say in the decisions that influence them. Theory Y managers believe that, employees will learn to seek out and accept responsibility, exercise self-control and self-direction in accomplishing objectives

to which they are committed if they are given the proper conditions. These managers believe that the satisfaction of doing a good job is a strong motivation.

Significance of the theory to the study

This theory especially the theory Y aspect is of great significant to this study as the author stated that commitment is a function of proper rewards and that commitment to objective is a result of reward associated with their achievement such as compensation, recognition, advancement in the educational ladder and the most significant of this result is satisfactory academic achievement . The author also mentioned that individuals who are ambitious learn to seek responsibility. Therefore, if the strategies put in place to manage discipline are well implemented to provide more opportunities for ambitious teachers and students to seek more responsibilities and which also provide the latter with much satisfaction in relation to their achievements, then level of students' academic achievement shall be enhanced and sustainably maintained

2.3.2. Self-determination theory of Motivation by Ryan and Deci (1980)

Motivation has been shown to positively influence study strategy, academic achievement, adjustment and well-being in students as far as their education is concerned. (Vansteenkiste et al. 2005). Research studies carried out in this domain shows a positive correlation between motivation and academic achievement (Kusurkar et al. 2011). There are different theories of motivation; some focus on quantity of motivation and others on quality. Quantity of motivation could be high or low. Quality of motivation depends on whether the source of motivation is internal or external. Self-determination Theory (SDT) of motivation considers quality of motivation to be more important than quantity and describes a continuum for quality of motivation (Ryan and Deci 2000a, b). This ranges from intrinsic motivation at one end to amotivation at the other end of the continuum, with four types of extrinsic motivation (integrated regulation, identified regulation, introjected regulation, and external regulation) in between. Intrinsic motivation is derived out of genuine interest in an activity. Extrinsic motivation is derived out of an expected gain or a separable outcome. As elaborated by SDT, not all types of extrinsic

motivation are undesirable. Extrinsic motivation spans from high self-determination to low self-determination (see Fig. 1; Ryan and Deci 2000a, b). Identified Regulation, the highly autonomous type of extrinsic motivation, is close to intrinsic motivation. Identified regulation and intrinsic motivation can be summed up to generate Autonomous Motivation (AM). Thus AM depicts self-determined motivation. Introjected and external regulation, which are low in self-determination, can be summed up together to generate Controlled Motivation (CM). Thus CM depicts motivation which is very low on self-determination.

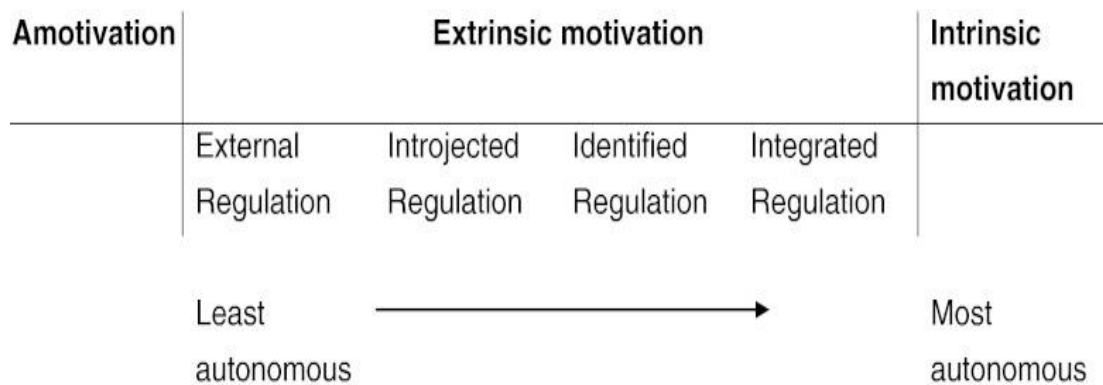


Figure 2.1: The self-determination continuum (adapted from Deci and Ryan 2000)

SDT advocates that the more self-determined or autonomous the motivation, the better are the observed outcomes (Ryan and Deci 2000a, b): namely deep learning (Vansteenkiste et al. 2005; Grolnick and Ryan 1987), high academic performance (Soenens and Vansteenkiste 2005; Boggiano et al. 1993), better adjustment and positive well-being (Black and Deci 2000; Levesque et al. 2004). In the present study we measured Autonomous Motivation (AM) and Controlled Motivation (CM) as described by SDT (Vansteenkiste et al. 2005; Grolnick and Ryan 1987). Motivation has been reported in primary, secondary and college education to influence academic performance through study effort as a mediator (Vansteenkiste et al. 2005). The foundation of a good SEM analyses is a well-founded theoretical basis for relationships being tested in the model (Violato and Hecker 2007; Kline 2011). The variables used in these analyses were Relative Autonomous Motivation (RAM), Good Study Strategy (GSS), Study effort and Academic Performance (see Fig. 2). RAM meant how much of the student's motivation originated from within himself or herself (autonomous) as compared to that originating from external factors (controlled; Vansteenkiste et al. 2005). GSS meant how much the students

studied to understand the study material as against memorizing it without understanding (Biggs et al. 2001). Study effort meant how many hours the student devoted to self-study. Academic Performance meant how the student performed in terms of grades during his educational career.

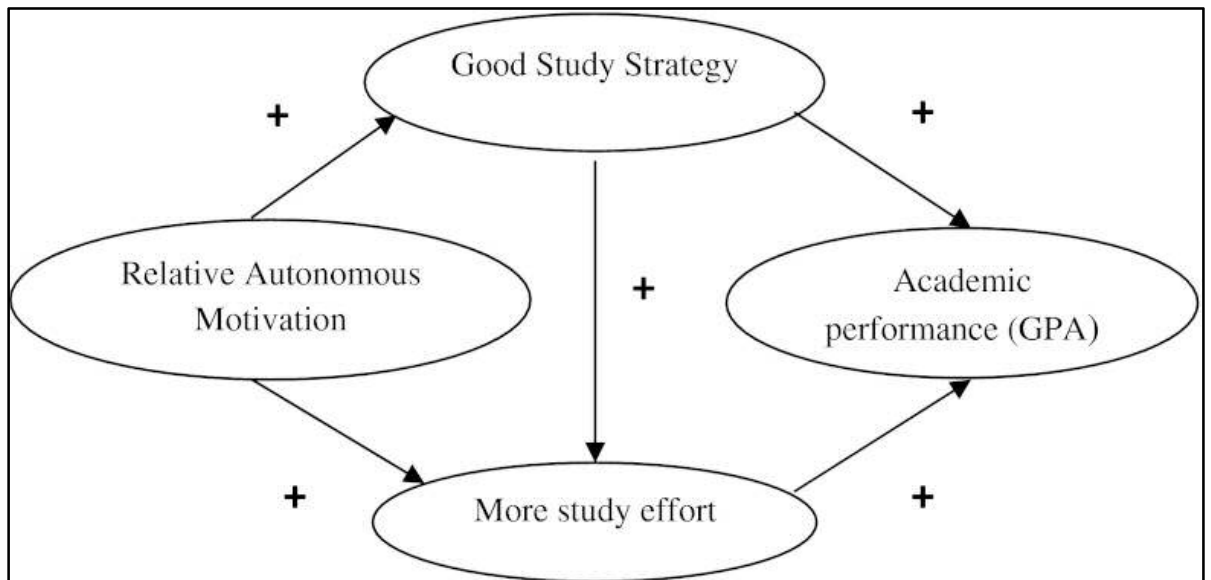


Figure 2.2: The relation between Relative Autonomous Motivation (RAM), Good Study Strategy (GSS), More Study Effort (MSE) and Academic Performance (adapted from Deci & Ryan, 2000)

Looking at this model which depicts the relation that exists between relative autonomous motivation (the ability of a learner to be self-motivated), good study strategy, more study effort and academic performance, it gives us a clear understanding that being self-motivated gives you a positive direction towards developing good and suitable study strategies which definitely leads to more efforts invested by a learner in his/her studies. A combination of the learner's relative autonomous motivation with good study strategies and more study efforts produces not just good academic performance (which is limited to marks) but also quality academic achievements which envelops both academic performance and self-fulfillment. That is, $RAM + GSS + MSE = \text{Academic performance}$.

2.3.2.1. Motivation, discipline and academic achievement.

Discipline is learning, even in the narrow sense of classroom conduct and general self-control. So it is necessary to motivate the students to good behaviour and

citizenship if education is to be effective. Appeals may be made to the child's egocentric nature, his reason may be enlisted, object lessons and example may be employed, and he may be reminded of his religious ideals. The following principles guide Motivation and discipline:

1. Give children high and correct motives for self-restraint. The, parent, guidance, teacher or administrator is expected to present to learners high and correct motives/reasons for them(students) to be self-restraint.

2. Motivation is better than denunciation or arbitrary restrictions; it is well to direct the mind to something better than display, ambition, or self-pleasing. Arbitrary measures or direct denunciation may not avail in leading these youth to relinquish that which they hold dear. Let them be directed to something better than display, ambition, or self-indulgence. Bring them in contact with truer beauty, with loftier principles, and with nobler lives.

3. Bringing students into contact with true beauty, lofty principles, and noble lives is a fruitful source of motivation to good conduct.

4. Allowing a student to be of service in the classroom often motivates good behaviour, especially allowing him to do something at which he excels. Cooperation should be the spirit of the schoolroom, the law of its life. The teacher who gains the co-operation of his pupils secures an invaluable aid in maintaining order. In service in the schoolroom many a boy whose restlessness leads to disorder and insubordination would find an outlet for his superfluous energy. Let the older assist the younger, the strong to assist the weak. By so doing, this will encourage self-respect and a desire to be useful in the minds and hearts of learners.

6. Discipline should be for the child's own good, and he should be led to see this.

Wherever it seems necessary to deny the wishes or oppose the will of a child, he should be seriously impressed with the thought that this is not done for the gratification of the parents, or to indulge arbitrary authority, but for his own good. He should be taught that every fault uncorrected will bring unhappiness to him and will displease God.

7. Show the child that faults unconquered will result in unhappiness to himself.

8. Teach children that mistakes, faults, and difficulties conquered may be stepping stones to better conduct and successful living.

2.3.3. Production theory by Psachalopoulos and Woodhall(1985)

Production theory models the behaviour of a firm as an open system that makes decision on what quantities and resources to use to produce particular quantities (Monk, 1990). According to Psachalopoulos and Woodhall (1985), the Production model has three parts namely inputs, process and outputs produced when the inputs are moulded during processing. The process of converting the inputs into desired output is affected by external factors present in the environment where they are drawn from and internal factors within the firm during processing. In theory if all the factors were to be held constant, the outputs of the firm would be 100 %; all the inputs will be converted into the desired products. However, due to the external factors where inputs were drawn from and the internal factors during processing, the number of outputs will fall below 100 % depending on the intensity of the factors. A school is an open system like a firm. The inputs are the students. The process of transforming the students to produce outputs is required; these include teaching, guidance and counselling, modeling, moulding, and mentoring. Outputs would be the number of students who successfully complete their studies and perform well and increase transitional rates to the next level. Processing of inputs into outputs is affected by various factors resulting to internal inefficiency in terms of suspension, repetition and drop out.

Inefficiency reduces the number of students who successfully complete the course and those who attain a good grade hence reducing the quantity of output to below 100 %. For example, a badly behaved student may be suspended and due to suspension, he or she may perform poorly academically. This is likely to lead to repetition, which may psychologically make the student lose interest in his or her studies and eventually lead to poor academic performance. External factors such as excessive control at home may create discipline problems in school. The conflict between the children's desire for freedom and parent's unwillingness to allow it may actually encourage them to rebel and the rebellion may be extended to school. Rebellion at school may lead to lack of self-efficacy which hampers academic achievement. Conducive school environment where effective teaching and learning

takes place, and learners needs well taken care of will lead to good academic achievement. This is determined by the availability of resources, relevant teaching style, guidance and counselling, modeling, teacher efficacy and reward and punishment.

2.3.4. Theory on Behaviour Modification by B.F. Skinner (1955)

Behaviour modification is a set of methods of behavioural science. Its experimental findings are systematically applied with the intent of altering behaviour, (Dooley, 1979). This theory of B.F. Skinner on Behaviour Modification is based on the idea that learning is a function of change in overt behaviour. Changes in behaviour are the result of an individual's response to events (stimuli) that occur in the environment. Looking at this theory, reinforcing a particular Stimulus-Response (S-R) conditions an individual to respond in an expected way.

Skinner's theory on behaviour modification is based on the following underlying assumptions:

2.3.4.1. Underlying Assumptions

- Human beings have no will. They simply reply to external stimuli.
- Human beings are essentially responders to external stimuli. They are regulated by external influences that satisfy basic needs.
- For students to behave appropriately, they must receive guidance from their teachers.
- Students cannot learn to be responsibly self-governing.
- They must be managed by someone who can arrange reinforcers appropriately.
- If the behaviour of humans is not managed, we can expect an increase of discipline problems, crime, poverty, war, and other social ills.

An in-depth analysis of B.F. Skinner's theory on behaviour modification portrays the fact that it is simple to use and the expected results are immediately realised, it accommodates most teachers' desires to maintain control, making students to feel successful when they obtain rewards which are either in the form of verbal

appreciation from teachers or an improvement in their level of performances. Also, this theory renders a uniform, consistent and clear standard of behaviour to all students. With the students aware of what is expected of them and what they will end up benefitting if they exhibit the expected behaviour, school administrators and teachers do not have to spend enormous time in class reminding students on the rules of conduct. Also, the ease with which this theory presents itself can be easily and readily employed with and by all students regardless of age.

Not with-standing, we cannot deny the fact that when these rewards are extrinsic, they externally modify behaviour and the tendency that the undesirable behaviour is bound to resurface is high. This is justified by the fact that the modified behaviour only came about as a result of an external stimuli, with the individual not internally motivated to change. As such, the behaviour that has been rewarded does not last for long. In addition, students may cease to perform or exhibit the desired behaviour when rewards are terminated. Students may not even learn to govern their behaviour (that is, being self-disciplined) given that they expect a reward be it positive or negative as a result of the actions they exhibit. It is important to also note here that not all teachers will be willing to administer this technique of fostering discipline among learners which might produce positive results in terms of an increase in the level of students' performances given that some of the teachers will see this as some sort of bribery. This technique can also be criticised in the sense that it ignores any underlying problem caused by factors such as influences at home, influences from the society or those factors relative to the school which might push a student to either focus on his/her studies or to exhibit undesirable behaviours.

Also, rewarding students (stimulus) to produce a response (appropriate behaviour and quality academic achievement) undermines intrinsic motivation. As students, their success in their academics in particular and in life in general is greatly influenced by intrinsic motivational factors like the desires to succeed in life, and the inner self fulfillment and joy that accompany an individual's life and career success. When students are extrinsically motivated to perform well in their academics, it gets to a point wherein they will not even value their achievements because the possibility that this will give them an inner self guilt of being paid to do what they do or being paid for what they have achieved.

B. F Skinner (1955) in his work on Behaviour modification brought out the difference between corrective and preventive discipline.

2.3.4.2. Corrective and Preventive Discipline as viewed by Skinner

B. F Skinner (1954) in his work on Behaviour modification brought out the difference between corrective and preventive discipline. Skinner didn't believe in punishment, necessarily. He believed that by rewarding the good behaviour and ignoring the bad, the bad behaviour would diminish. Behaviourists hardly agree that punishment is necessary. Only when absolutely necessary should bad behaviour be stopped (such as during a fight - don't wait for the fight to be over, it should be stopped and a punishment handed out). Some students find punishment as a reward, so teachers should use punishment only when absolutely needed. Some punishments act as reinforcements. Rather, teachers should reward good behaviour so that students learn to only behave in the desired way.

Discipline problems according to Skinner (1954) are prevented when behaviour modification principles are implemented. Skinner believes that a proactive approach to behaviour problems is effective and minimizes problems in class. To him, specifying rules clearly, ignoring disruptive behaviour while bringing attention to good behaviour as well as praising children for following rules are effective and proactive approaches to modifying behaviour problems.

For behaviour modification to work in a school-wide setting teachers need to work together and decide on the best way to reinforce good behaviour, It can be very useful in a classroom setting. However, ignoring the negative behaviours of students as proposed by B.F. Skinner is not all that ideal. I think if we ignore the negative behaviour, the child/learner will never be able to differentiate between right and wrong. For this model to work at its best, it needs to be properly applied. It is a great idea for teachers to give rewards/reinforces to the students that deserve it sometimes. If students work hard and listen they should get credit for it in some way. It is also important for students to have some intrinsic motivation. Students must do some things because they have to, not because they are getting a reward for it. I believe that too many rewards will affect the students negatively in the long run. Students need to be aware that there will not be rewards for everything they do

in life. Too many rewards for students may lead to a lack of intrinsic motivation and effort.

2.3.5. Social learning Theory by Albert Bandura (1977)

Social learning theory strongly lays emphasis on one's cognition. It suggests that the mind is an active force that constructs one's reality selectively, encodes information, performs behaviour on the basis of values and expectations and impose structure on its own actions. It is through an understanding of the processes involved in one's construction of reality that enables human behaviour to be understood, predicted and changed. In view of the theory, the student's academic achievement is a product of interaction of his personality and consequently, study behaviour he develops basing on his expectations of the outcome of his actions.

Albert Bandura (1977) studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning. Specifically, Bandura argued that "the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses". Skinner's explanation of the acquisition of new responses relied on the process of successive approximation, which required multiple trials, reinforcement for components of behaviour, and gradual change. Rotter (1954) and her theory on social learning and clinical psychology proposed that the likelihood of a behaviour occurring was a function of the subjective expectancy and value of the reinforcement. This model assumed a hierarchy of existing responses and thus did not (according to Bandura 1977) account for a response that had not yet been learned. Bandura began to conduct studies of the rapid acquisition of novel behaviours via social observation, the most famous of which were the Bobo doll experiments.

Social learning theory integrates behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences as well as learning outcomes that occur in the real world. As initially outlined by Bandura and Walters (1963) and further detailed by Bandura (1977) key tenets of social learning theory are as follows:

-Learning is not purely behavioural; rather, it is a cognitive process that takes place in a social context. Meaning that for students to produce good results at the end of a given schooling process, the environment within which they study needs to be conducive enough for them to assimilate the learned material.

-Learning can occur by observing behaviours as well as the consequences of the behaviour (vicarious reinforcement). With this principle, the teacher and the school administrators who are models to the learners need to put up behaviours that are appropriate. It is obvious that a “mango tree cannot bear oranges” meaning that a teacher who is not intellectually balanced cannot nurture in learners the expected educational outcome which is quality academic achievement.

-Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or modeling). A keen observation of this principle brings to our understanding the fact that learners really learn by observation. With the teachers and the school administrators as their models, they will internalize only what they “observe” from their models. A teacher who comes to class late, who does not revise nor updates her note before coming to class, who does not correct students’ tests scripts will transfer such negative traits to his learners. Students who are modelled by such an uncultured teacher will tend to incorporate the attitude of such a teacher by not being punctual in school, by not revising notes before coming to class, by not taking their tests and examinations seriously, by so doing, students will tend to perform below expectations, as such handicapping their levels of academic achievement.

-Reinforcement plays a role in learning but is not entirely responsible for learning. A learner who is positively reinforced for his/her good conduct will spur the other learners to behave suit with the intention of being reinforced as well. By so doing, most of the learners within the school environment will tend to behave in ways that are acceptable and in line with the established rules and regulations of the school environment. In this regard a learning environment which is conducive as a result of the positive conduct put forth by the learners will act as a fertile ground for the transfer and cultivation of knowledge. In this regard, with everything being

constant, the academic achievement of students will be encouraging both qualitatively and quantitatively.

An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behaviour is influenced by the environment, the environment is also influenced by the individual's behaviour (Bandura, 1977). In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other, and all of it put together will influence or determine the academic achievement levels of students. According to Bandura (1977), a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence. As the child allocates most of his/her time to playing violent video game, the time that could have been consecrated for studying will be diverted towards playing video games. By so doing, the child's level of academic achievement risks being affected negatively.

While postulating his social learning theory, Bandura, (1977) posits that information gleaned from observation is influenced by the type of model as well as a series of cognitive and behavioural processes which include: attention, retention, reproduction and motivation.

In order to learn, observers must attend to the modeled behaviour. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behaviour or event (e.g., relevance, novelty, affective valence, and functional value). In order to reproduce an observed behaviour, observers must be able to remember features of the behaviour. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity). To reproduce behaviour, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance. The decision to reproduce (or refrain from reproducing) an observed behaviour is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards (Bandura, 1977). All these models put together simply gives us the understanding that for a learner to achieve well academically, the learner needs to

be attentive to his/her model in this case which is the teacher. The learner needs to be able to retain (without using rote memorization but understanding the learned material) what he/she must have observed or learned from the teacher, the learner should be able to reproduce what the teacher has taught. This is possible, as Bandura puts it, by being able to organise responses in accordance with what the teacher expects of him/her (by following the instructions of the teacher). Also the learner's ability to reproduce an observed behaviour is dependent on the learner's level of motivation as well as the anticipated level of the teacher's expectations. Meaning that, an individual's level of academic achievement will be influenced if these cognitive and behavioural processes are taken into consideration by both the teacher at the time of delivering the knowledge and the learners when internalising the lesson or knowledge that is being delivered.

2.4. Research Hypothesis

Gay (1996) defines a hypothesis as a tentative explanation for certain behaviours, phenomena, or events that have occurred or will occur. A hypothesis is defined as a presumptive statement of a proposition or a reasonable guess based on available evidence that the research intends to check (Amin 2006). Hypotheses are declarative statements in quantitative research in which the investigator makes a prediction or conjecture about the existence or outcome of relationships (Creswell, 2012).

The following predictions were formulated to guide this study:

2.4.1. General Research Hypothesis (GRH)

There is a significant link between discipline management strategies and the academic performance of secondary school students.

2.4.2. Specific Research Hypotheses (SRH)

SRH1: There is a significant relation between home monitoring and the academic achievement of secondary school students

SRH2: There is a significant link between preventive control techniques and the academic achievement of secondary school students

SRH3: There is a significant relation between suspension/expulsion and the academic achievement of secondary school students

SRH4: There is a significant link between moral education and the academic achievement of secondary school students.

2.5. Definition of Variables and Indicators

A variable according to Amin (2005) is anything that can take on differing or varying values. The values can differ at different times for the same object or person. Within the context of research, variables are grouped into categories such as independent, dependent, extraneous, moderator, categorical, numerical, discrete and/or continuous variables. Within the context of this study, the main variables that have been taken into consideration are: the independent, the extraneous variables and the dependent variable.

2.5.1. Independent Variables

Independent variable is also known as the predictor variable or the explanatory Variable. It is that variable that influences the dependent variable and it is the presumed cause of the variation in the dependent variable(s). It is that variable which explains variations in the dependent variables, Amin(2005). The independent variable guiding this study is: Discipline management strategies.

2.5.2. Extraneous variables

Extraneous variables are also referred to as the intervening or the confounding variables. These are variables that surface between the time the independent variable starts operating to influence the dependent variable. These are variables other than the independent variables that if not controlled can affect the experimental outcome or results (Amin, 2005). These variables within the context of this study include; home background and history of school discipline.

2.5.3. Dependent Variable

Dependent variable is a variable whose value depends upon the independent variable. The dependent variable is what is being measured in an experiment or evaluated in a mathematical equation. The dependent variable is sometimes called

"the outcome variable. According to Amin (2005), the dependent variable is that variable which is being influenced by the independent variable. The dependent variable guiding this study is students' academic achievement.

2.5.4. Variables under study

1. Monitoring

- **Ho:** there is no significant relation between monitoring as a discipline management strategy and the academic achievement of secondary school students.

Independent Variable: monitoring as a discipline management strategy.

Dependent Variable: students' academic achievement.

2. Prevention

- **Ho:** There is no relation between preventive techniques as a discipline management strategy and the academic achievement of secondary school students.

Independent Variable: Preventive technique as a discipline management strategy.

Dependent Variable: Students' academic achievement.

3. Suspension/Expulsion

- **Ho:** There is no link between expulsion/suspension as a discipline management strategy and the academic achievement of secondary school students.

Independent variable: Expulsion/suspension as a discipline management strategy.

Dependent Variable: Students' academic achievement.

4. Moral education

- **Ho:** There is no link between moral education and the academic achievement of secondary school students.

Independent variable: Moral education as a discipline management strategy.

Dependent Variable: Students' academic achievement.

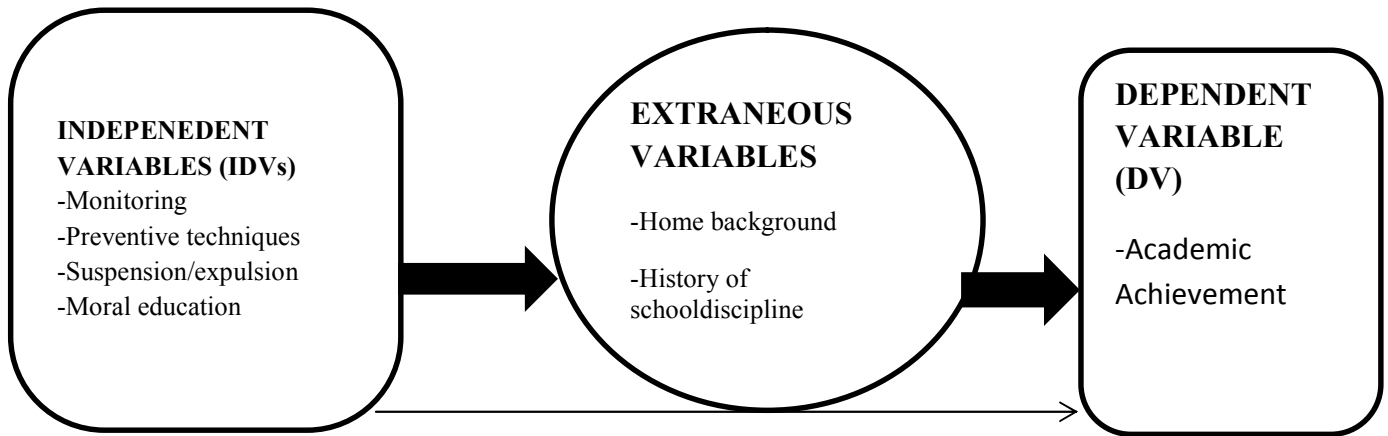


Figure 2.4: Conceptual diagram linking the independent and the dependent variable with the extraneous variables in-between

Table 2.1: summary table on the variables of the study

General research hypothesis	Research hypotheses	Variables	Indicators	Modalities	Items	Statistical tool
There is a significant link between discipline management strategies and students' academic achievements in public secondary schools.	RH1: There is a significant relation between home monitoring and students' academic achievement.	IV: Home monitoring	-Parents monitor your in-an-out -academic follow-up by parents -home dos and don'ts -punished upon failing to observe rules -behave better after being punished	-Strongly disagree -Disagree -Neutral -Agree -Strongly agree	Items 4-9	-student t-test -mediated regression -Pearson correlation coefficient
	RH2: There is a significant link between preventive control techniques and students' academic achievement	IV: Preventive control techniques	-rules and regulations -students' awareness of the prescribed rules and regulations -constantly reminded of acceptable conduct -effects of these on your achievement	-Strongly disagree -Disagree -Neutral -Agree -Strongly agree	Items 10-14	student t-test -mediated regression -Pearson correlation coefficient
	RH3: There is a significant relation between suspension/expulsion and students' academic	IV: Suspension/expulsion	-sent out of class for bad conduct -suspension with hard labour -external suspension Effects of suspension on	-Strongly disagree -Disagree -Neutral	Items 15-20	student t-test -mediated regression -Pearson correlation

	achievement.		your performance -expulsion	-Agree -Strongly agree		coefficient
	RH4: There is a significant link between moral education and students' academic achievement	IV: Moral education	-teaching of moral values at home -moral education as a school subject -moral education and students' performance Moral education and discipline	-Strongly disagree -Disagree -Neutral -Agree -Strongly agree	Items 21-24	student t-test -mediated regression -Pearson correlation coefficient
		DV: Students' academic achievement	-Sequence results -performance in school -satisfied with results -Satisfied with academic choices -active classroom participation Punctual -completes task -motivation to achieve	-Strongly disagree -Disagree -Neutral -Agree -Strongly agree	Items 25-35	student t-test -mediated regression -Pearson correlation coefficient -ANOVA

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter examines the research design, the study area, target population, the sample size, sampling techniques, instruments used for data collection, validity and reliability of instruments, method of administering the instruments, rationale for the method chosen, method of data analysis and a summary table on the variables under study.

3.1. Research Design

This is the plan which the research study will follow. It is a series of advanced decisions that, taken together, make up a master plan or model for a research study. According to Cooper and Schindler (2001), the research design constitutes a blue print for the collection, measurement and analysis of data. It is a stated structure and process of conducting a research project, detailing the plan for systematically and scientifically obtaining the data to be analyzed. A research design therefore expresses the structure of the research problem and the plan of investigation used to obtain empirical evidence in relation to the problem.

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

According to Luma et al (1999), a research design refers to all procedures selected by a researcher to aid in the understanding of a particular set of questions or hypotheses. According to Nworgu (1991), a research design is a plan or blue print

which specifies how data relating to a given problem should be collected and analyzed.

Looking at this study which is on discipline management strategies and the academic achievements of students, the survey research design will be used. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population.

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

3.2. Area of the Study

The research area for this study is the Buea municipality within the Fako Division of the South West Region of Cameroon. Buea Municipality is one of the unique and complex councils in the country. The Buea Council started in 1922 as the Bakweri clan council with the British local governance in practice. It only became a full-fledged council on 29 June 1977, created by presidential decree No. 77/203 to become Buea Rural Council. Buea council has presently metamorphosed into an urban council with a modern council institution. This site was purposively chosen because it hosts the oldest public bilingual grammar school in Cameroon in particular and a host to many other public, lay private and denominational school establishments.

Bilingual Grammar School (BGS) Molyko is situated in-between the Checkpoint and the Bonduma Neighbourhoods. This school is surrounded to its left by the Buea Municipal Stadium, to the right by the Regional Institute of scientific research and innovation and the head office of the Cameroon General Certificate of Education board. This school hosts a population of 3652 students in both the English and the French sections. Government High school Bokwango is situated under the foot of mount Cameroon in the Bokwango village under the Buea municipality. This school hosts both the first and second cycles. Government High School Buea Town is

situated in the Buea village inhabited mostly by the Bakweri indigenes. This school has both the first and second cycles.

3.3. Population of the Study

A population is the total collection of elements about which we wish to make some inferences (Kothari, 2004). It is the totality of specified elements of specified elements about which the researcher intends to make some inferences through studying the sample. These elements could be schools, families, hospitals etc. about which information is collected for analysis. The population of this study comprised of secondary school students within the Buea Municipality of the Fako Division, South West Region of Cameroon.

According to Creswell (2012, pg. 381), a target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study. The target population of the study was made up of all the form three form four, form five and lower sixth students of selected public secondary schools within the Buea Municipality. The target population for this study was distributed as follows:

Table 3.1: Distribution of the target population

Class	BGS Molyko	GHS Buea Town	GHS Bokwango	Total
Form 3	261	108	140	509
Form 4	236	118	144	498
Form 5	326	149	205	680
Lowersixth arts	288	126	134	548
Lowersixth science	215	137	161	513
Total	1362	638	784	2748

Source: South West Regional Delegation MINSEC (2016)

3.4. Sample technique and sampling size

3.4.1. Sampling Technique

The sampling technique used for this study was the stratified random sampling technique. In employing the stratified random sampling technique in form three D for example, where 48 students were involved in the sample, 130 strips of papers were drawn for students of two streams with 48 strips labeled “P” indicating

participant and the other strips left empty. Those who had “P” on their strips were served with copies of the questionnaire for completion. This procedure was repeated for the other classes that were involved in the study. This sampling technique was used to avoid bias and to give every student an equal opportunity of being chosen into the sample.

3.4.2. Sample size

A sample is that part of the population (accessible population) that is studied because it is considered representative of the entire population. The sample size of this study is 338, determined using the table for selecting a sample put forth by Krejcie and Morgan (1970). Looking at this table, a population of 2748 potential respondents will require a sample of 338 respondents. The sample of this study is distributed as seen on the following table using the sampling fraction given by the formula

Sampling fraction = S/N where S = sample size and N = population

Sampling fraction = $338/2748 = 0.123$

Table 3.2 : Sample size

CLASS	BGS MOLYKO		GHS BUEA TOWN		GHS BOKWANGO		TOTAL	
	N	S	N	S	N	S	N	S
FORM 3	261	32	108	14	140	17	509	63
FORM 4	236	29	118	15	144	17	498	61
FORM 5	326	40	149	19	205	25	680	84
LSA	288	35	126	15	134	17	548	67
LSS	215	26	137	17	161	20	513	63
TOTAL	1326	162	638	80	784	96	2748	338

Source: South West Regional Delegation MINSEC (2016)

3.5. Instruments used for data collection

Research instruments are meant to translate attributes or traits into quantities. The instrument used for the collection of data for this study which is on discipline management strategies and students’ academic achievement is the questionnaire. A questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypotheses, consisting of a set

of questions to which respondents respond (Amin, 2005). A questionnaire can also be described as behavioural/psychological measuring instrument designed to collect qualitative information from members of a population which can then later be transformed into quantitative or numerical data for analysis

This instrument (questionnaire) was divided into sections according to the research questions employed in the study. This questionnaire was constructed using the Likert scale from which the respondents shall be asked to check their options according to their level of agreement or disagreement to the response options. Using the Likert scale to construct the items of the research instrument, each item comprised of five(5) modalities or response options ranging from strongly agree to strongly disagree. These modalities are strongly agree (SA), agree (A), Neutral (N), Disagree (D), and strongly disagree (SD) each having an allocated score of 5, 4, 3, 2, and 1 respectively.

3.6. Validation of Research Instrument

3.6.1. Validity of the instrument

Validity in research terms is the ability to produce accurate results and to measure what is supposed to be measured. A research instrument is said to be valid if it measures what it is supposed to measure. Two ways will be used to test the validity of the questionnaire: face and content validity and pilot testing.

3.6.1.1. Face Validity

Face validity is a measure of how representative a test instrument is 'at face value,' and whether it appears to be a good instrument. an instrument is said to be face-validated based on the opinion of a respondent or a non-expert about the instrument. The researchers will look at the items and agree that the test is a valid measure of the concept being measured just on the face of it. That is, we evaluate whether each of the measuring items matches any given conceptual domain of the concept. Face validation is judgemental. Checking face validity of this instrument,, copies of the questionnaire were submitted to the supervisor to evaluate clarity of each item, correct grammatical errors and also determine the extent to which the items could answer the research questions posed for the study.

3.6.1.2 Content Validity

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

The content validity of this instrument was determined using the formula;

$$\text{Content validity Index (CVI)} = \frac{\text{number of judges who declare item as valid}}{\text{Total number of judges}}$$

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

$$\begin{aligned} \text{CVI} &= 3/3 \\ &= \underline{1} \end{aligned}$$

The CVI index of a good instrument the average index should be 0.7 or more than. With the CVI of this instrument at 1, it means that the instrument is valid content wise.

3.6.1.3. Pilot testing of the instrument

Pilot testing is a small-scale trial, where a few examinees take the test and comment on the mechanics of the test. They point out any problems with the test instructions, instances where items are not clear and formatting and other typographical errors and/or issues, while the researcher keenly observes the ease with which the respondents are answering the questionnaire. Copies of the questionnaire were administered to four students of Government Secondary School Bomaka to determine the ease with which students could handle the items. Their responses were analysed and the difficulties posed by the students while filling the questionnaire were looked into. This gauged the extent to which the

instrument could solicit useful information relevant for the attainment of the objectives of the study.

3.6.2. Reliability of the instrument

According to Amin (2005), reliability of an instrument is the degree to which an instrument consistently measures whatever it is measuring. An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents. In this light, the researcher used test-retest reliability to check the reliability of the research instrument.

3.6.2.1. Test-retest reliability

Test-retest reliability is also called stability reliability. It refers to the degree to which scores on the same test by the same individuals are consistent over time. It provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (retest) (Amin, 2005). Copies of the questionnaire were administered to form three students of Bilingual Grammar School one week before the official administration of the instrument. This was to check consistency in results and the ease at which respondents could respond to the items on the instrument. In determining test-retest reliability, the following procedure was used.

- The instrument was administered to from three students one week before the final administration
- One week later, the test was administered to the entire sample that constituted the research respondents
- The previous and current responses of the form three students were correlated.
- The results were then evaluated and the resulting coefficient also known as the coefficient of stability was significant.

3.7. Procedure of Administering the Research Instrument

Using the questionnaire as instrument for this study, the researcher structured the questionnaire in a series of parts. The first part of the questionnaire identified the researcher and the reason for carrying out the research study. This part further

craved the indulgence of the respondents as far as their sincerity in answering the research instrument and providing the necessary information expected of them was concerned (see appendix 1)

The second part of this research instrument had to do with the demographic factors of the respondents with specific interest on areas such as age, sex and class. The third to the sixth part of this research instrument (see section B-D appendix 1) was on the variables that were being examined by the researcher as far as this study on discipline management strategies and the academic achievements of secondary school students was concerned. All these variables were under specific variables of the independent variable. Section E of this research instrument explored items which were deemed necessary under the main dependent variable which was on students' academic achievement (see appendix 1)

The principals of these establishments was contacted beforehand to bring to their knowledge the fact that some of their students will be used for this study before any eventual progress towards the administration of the questionnaire. This was aimed at obtaining the go-ahead from the head of the establishment. Before administering the research instrument, the researcher started by greeting the students and self-introducing herself. Following suit was her soliciting the students to respond to the items on the research instruments following the instructions that have been clearly stated on the instrument. Copies of the questionnaire were administered to the students by the researcher herself to ensure that the respondents be as objective as possible in their responses enable her explain certain items used properly and particular statements in the questionnaire to the respondents as well as the need for them to be as objective as possible in their responses.

3.8. Method of Data Analysis

Given that this study employed the survey research design, which is a quantitative research, data collected from respondents will be analysed using the following statistical tests; the independent sample student t-tests developed by William Sealy Gosset & R.A. Fisher and the one way analysis of variance (ANOVA) developed by Ronald A. Fisher (1920), Pearson correlation coefficient and mediated regression.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0. Introduction

This chapter presents the results of data that were collected through a questionnaire constructed in relation to the variables of study. The technique used in presenting the data is one where data are organized, presented and analysis are made to show their impact on the whole study. It uses tables and charts to give a descriptive representation of results. The first part of this chapter starts with the analysis of background characteristics, and then proceeds with the analysis of different variables, while giving attention to the existence of possible relationship between variables.

4.1. Description of demographic characteristics

This section deals with the presentation of data and description of the sampled population with respect to the background characteristics of the respondents. The data obtained from the opinions of students are presented through percentages, tables, charts and graphs to draw the trends.

4.1.1. Distribution of respondents according to schools

The distribution of respondents according to schools is displayed in table 4.1 and figure 4.1; and it can be seen that the highest number of respondents (162) in the sample population came from B.G.S Molyko making a percentage of 47.93% students. This proportion is followed by G.H.S Bokwango with 96 students, making up 28.40% of the sample population. And the last proportion came from G.H.S Buea-Town where 80 students participated to the study, making up the percentage of 23.67%.

Table 4.1: Distribution of the respondent according to schools

	Frequency	Percentage	Cumulative Percentage
BGS Molyko	162	47,93	47,93
GHS Buea Town	80	23,67	71,60
GHS Bokwango	96	28,40	100,00
Total	338	100,00	

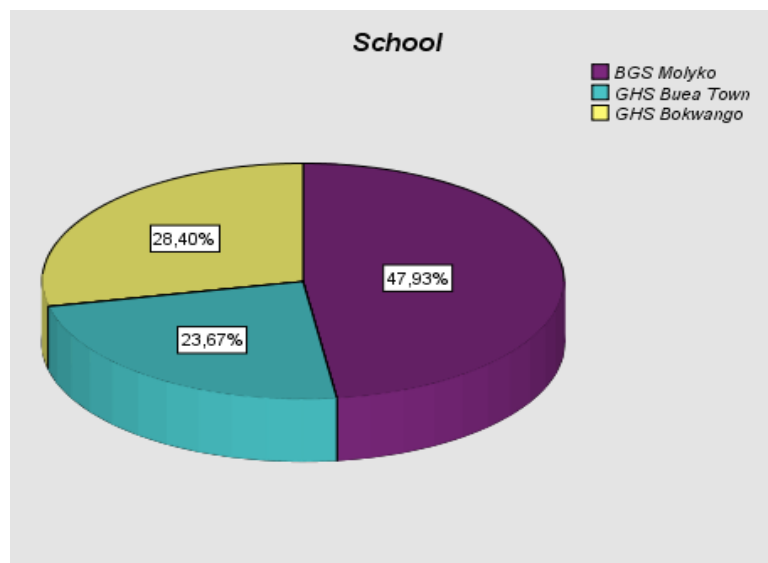


Figure 4.1: Distribution of the respondent according to schools

4.1.2. Distribution of respondent according to class

The classes attended by the respondents are presented in table 4.2 and figure 4.2, where it can be observed that students from five classes participated in our study. The highest number of respondents (84) in the sample population are students from Form Five, making a percentage of 24.85% and they were followed by students from Lower Sixth Arts (67), making 19.82% . The rest of students in our sample population distribute themselves among the other classes: Form Three (18.64%) and Lower sixth science (18.64%); and the least came from Form Four where 61 students responded to the questionnaire making up the percentage of 18.05%.

Table 4.2: Distribution of respondent according to class

	Frequency	Percentage	Cumulative Percentage
Form 3	63	18,64	18,64
Form 4	61	18,05	36,69
Form 5	84	24,85	61,54
LS Arts	67	19,82	81,36
LS Science	63	18,64	100,00
Total	338	100,00	

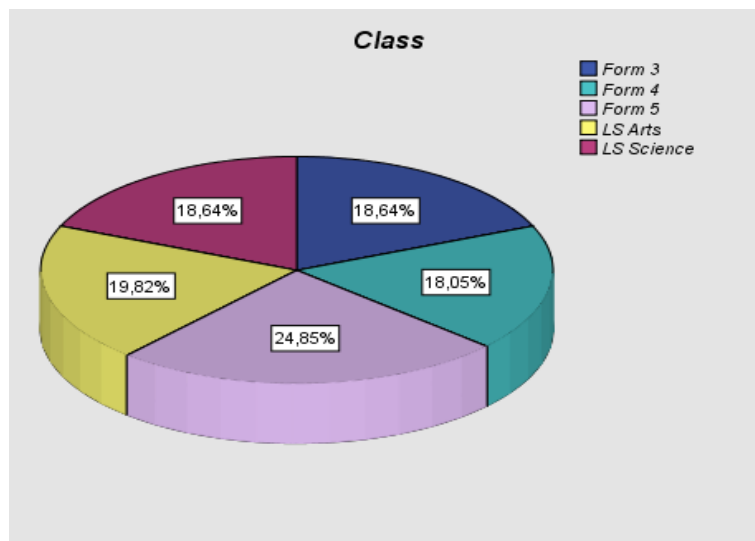


Figure 4.2: Diagram of the distribution of respondent according to class

4.1.3. Distribution of respondents according to gender

Table 4.3 and figure 4.3 above, shows that the total number of female students in the sampled population is greater than that of the male students. 224 female students responded to the questionnaire making a percentage of 66.27% while 114 male students responded to the questionnaire making up 33.73% of the sampled population. These statistics show that the female students were more open to collaborate to the study.

Table 4.3: Distribution of the Respondents according to gender

	Frequency	Percentage	Cumulative Percentage
Male	114,00	33,73	33,73
Female	224,00	66,27	100,00
Total	338,00	100,00	

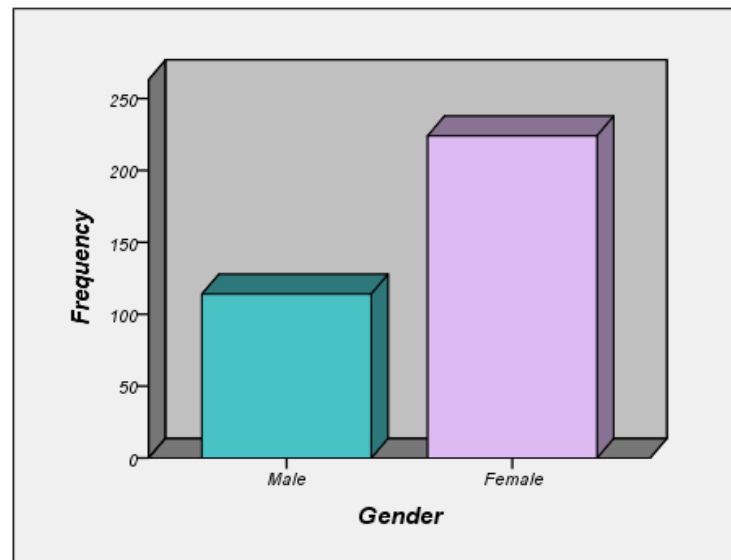


Figure 4.3: Diagram of the distribution of respondent according to gender

4.1.4. Distribution of respondent according to age category

Age is considered a very significant factor in this study because the reasoning and the needs of individuals differ according to age. When the ages of our respondents are categorized, the results obtained, as revealed by table 4.4, show that the majority of the students were between 16 and 19 years old with the total number of 159 students making up 47.04% of the total sampled population. Still from the table below, it can be seen that another important proportion (43.79%) of the respondents are students of age between 13 and 15 years, that is, 148 students. These proportions show that about 98.22% of respondents' age ranges between 13 and 19 years old. About 7.40% of students are less than 13 years old.

Table 4.4: Distribution of respondent according to age category

	Frequency	Percentage	Cumulative Percentage
9-12 yrs	25	7,40	7,40
13-15 yrs	148	43,79	51,18
16-19 yrs	159	47,04	98,22
19+ yrs	6	1,78	100,00
Total	338	100,00	

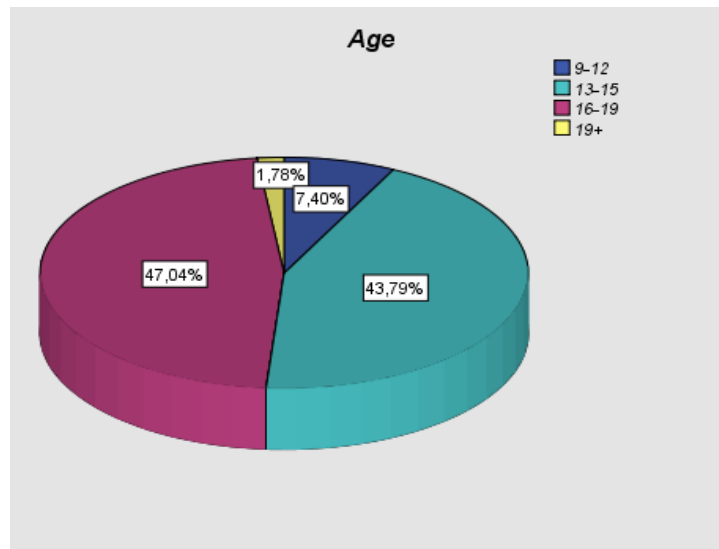


Figure 4.4: Diagram of the distribution of respondent according to category

4.2. Presentation and description of respondents' opinions on our study variables

This section presents and analyzes the data collected from the sampled population with respect to the study variables and the data obtained from the opinions of the respondents related to each scale following the order of items as shown on the constructed questionnaire.

4.2.1. Distribution of the respondents' opinions on home monitoring

Table 4.5 below presents the distribution of the opinions of students on home monitoring. From the results in the table, we observe that some students are punished whenever they fail to observe home rules ($M = 2.50$) indicating that rules

should be obeyed. This punishment to these students serves as a correction measure to instill in them obedience. These rules are set of guidelines parents use with their children, to maintain and cultivate in them a spirit of discipline. The intention of parents is that they want the success of their children so they constantly encourage and motivate them to behave well, reason why they monitor the time their children leave or return home; follow up their academics by ensuring they read, study and do homework regularly. Children are expected to submit to rules and regulations that guide their conduct at home.

Table 4.5: Distribution of the respondents' opinions on home monitoring

	Mean	SD
Your parents monitor the time you leave or return home	1,9527	1,12859
Your parents follow up your academics by ensuring you read, study and do homework regularly	1,8935	1,03952
You have rules and regulations that guide your conduct at home	1,9615	1,02852
You are punished whenever you fail to observe such rules	2,4822	1,23066
This punishment to you serves as a correction measure to you	2,0769	1,16324
You behave better after being punished by your parents or guardians	1,9734	1,15653
Note : N = 338		

4.2.2. Distribution of the respondents' opinions on preventive control techniques

Table 4.6 below presents the distribution of the opinions of students on preventive control techniques. From the results in the table, we observe that some students declare that preventive control has no effect on their academic performance (M = 2.90) showing that they know how to play their rounds over discipline. Though school has rules and regulations which are strictly observed, little importance is given to that by students (M = 1.476). They are aware of the prescriptions of these rules and they are constantly reminded of what is acceptable conduct. These rules are set of guidelines parents and teacher use with students, to maintain and cultivate in them a spirit of discipline. The intention of the school is that students should study in an environment that is conducive for learning. When this is achieved, they are frequently praised by teachers for good conduct.

Table 4.6: Distribution of the respondents' opinions on preventive control techniques

	Mean	Std. Deviation
Your school has rules and regulations which are strictly observed	1,4763	0,85144
You are aware of the prescriptions of these rules	1,7574	0,75108
You are constantly reminded of what is acceptable conduct	2,0237	0,92092
You are frequently praised by teachers for good conduct	2,3550	1,09950
Preventive control has no effect on your academic performance	2,8935	1,37395
Note : N = 338		

4.2.3. Distribution of the respondents' opinions on suspension/expulsion

Table 4.7 below presents the distribution of the opinions of students on suspension/expulsion. Suspension/expulsion are discipline measures the school administration always uses when the discipline of some students become increasingly questionable. From the results in the table, we observe that some students are punished whenever they fail to observe home rules (M = 2.50) indicating that rules should be obeyed. This punishment to these students serves as a correction measure to instill in them obedience.. If a student has been dismissed from school before (M = 4.396), when he is frequently sent out of class for bad conduct (M = 3.958), he may likely face external suspension for acts of indiscipline (M = 2.210). Suspension from school or class will negatively affect students' academic performance; and to an extent, his achievement will be compromised.

Table 4.7: Distribution of the respondents' opinions on suspension/expulsion

	Mean	Std. Deviation
You are frequently sent out of class for bad conduct	3,9586	1,38391
Students are usually suspended from classes with hard labour for breaking school rules and regulations	1,7811	1,15786
Students face external suspension for acts of indiscipline	2,2101	1,19356
Suspension from school or class negatively affects students' academic performance	1,6834	1,13369
You have been dismissed from school before	4,3964	1,19206
Your dismissal negatively affected your academic progress	3,1982	1,56531
Note : N = 338		

4.2.4. Distribution of the respondents' opinions on moral education

Table 4.8 below presents the distribution of the opinions of students on moral education. Moral education is a set of values that are taught to students to build their character and to prepare them for life. Students should be taught moral values at home and in school. Students accepted the fact that moral education is used as a school subject though indirectly and mostly through Guidance and counseling services. The school administration needs to make sure that each and every students is adequately expose to moral values. Teachers constantly advice students on what is expected of them, by bringing to their minds some aspects of good conduct and how it can positively influence their studies as well as the negative impacts of bad conduct on their studies. Most of these students affirmed that Moral education has no effect on school discipline and academic achievement, which is contrary to what is normally expected in situation of indiscipline.

Table 4.8: Distribution of the respondents' opinions on moral education

	Mean	Std. Deviation
You are taught moral values at home	1,6391	0,97744
You are taught moral education as a school subject	2,5385	1,38667
Teachers constantly advice you on what is good or bad conduct	1,7219	1,00718
Moral education improves overall school discipline and consequently students' academic achievement	2,1450	1,34307
Moral education has no effect on school discipline and academic achievement	3,2929	1,52136
Note : N = 338		

4.2.5. Distribution of the respondents' opinions on students' academic achievement

Table 4.9 below presents the distribution of the opinions of students on students' academic achievement. Students' academic achievement are student success, engagement in educationally purposeful activities, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes. From the results on the table below, we observe that some students are always satisfied with their results ($M = 3.065$) whenever they are given a homework, they always complete it on time for most of them, though not all,

considering the mean of response ($M = 2.455$). Majority of these students admitted the fact that they usually perform just above average ($M = 2.435$) and estimated their sequence results to be good. They are participative in class by asking and answering questions and they respect all school rules and regulations.

Table 4.9: Distribution of the respondents' opinions on students' academic achievement

	Mean	Std. Deviation
Your sequence results are usually good	2,3047	1,08894
you usually perform above average	2,4349	1,38138
You are always satisfied with your results	3,0651	1,39155
You usually come to school on time and leave school on time	2,1095	1,07155
While in school, you do what is expected of you	1,9615	0,92845
You always complete your homework	2,4556	1,23960
You respect all school rules and regulations	1,9024	1,00411
you usually get prepared before the start of an academic year	1,7426	0,94446
You are a determined student.	1,5059	0,71956
You are satisfied with your academic choices (arts, science)	1,6538	1,03428
You are participative in class by asking and answering questions	2,3846	1,10837
Note : N = 338		

4.3. Variability of students' academic achievement by personal characteristics

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of public secondary schools in the Buea municipality with special interest on their demographic/background characteristics. So, the one way-ANOVA test and the t-test and the repeated measures analysis were used to determine the variability of students' academic achievement by demographic/background characteristics (school, class, age category).

4.3.1. Variability of the respondents' sequence achievement by school

The school year is divided into six sequences. Figure 4.5 shows the distribution of the respondents' sequence achievement by school. It can be noticed that BGS Molyko is performing relatively better than GHS Bokwango and GHS Buea-Town. Though a marked difference can be clearly observed between the schools in terms of students' sequence achievement, the test of this difference revealed a non-significant effect in the variation of sequence results per school, $F(2, 335) = 2.422$; ($p > 0.05$). The test of within-subject effects on the variation of sequence results shows a significant effect on the variation of sequence results ($F = 6.983$, $p < 0.001$), and a non-significant interaction effect between sequence results and school, ($F = .790$, $p > 0.05$). These results reveal that the sequence performances of these schools are relatively the same.

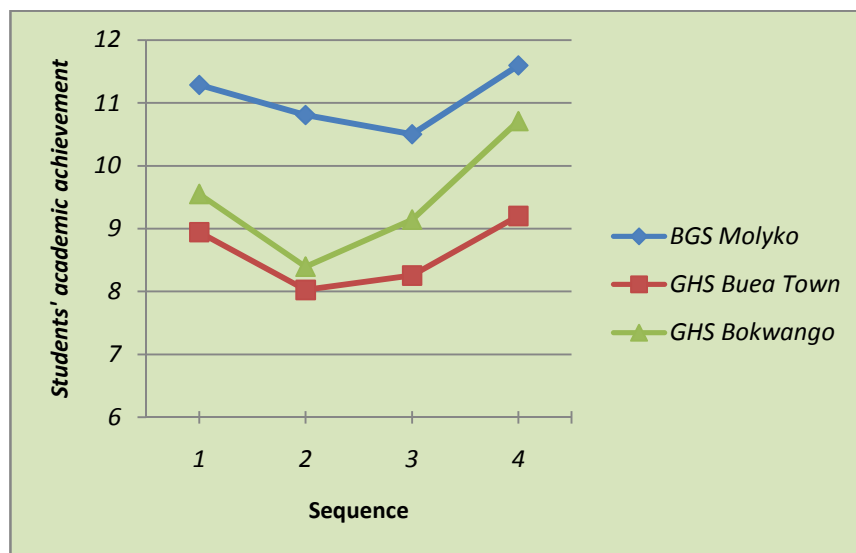


Figure 4.5: Curve of the distribution sequence achievement by school

4.3.2. Variability of students' academic achievements by school

Literature shows that students' academic achievements vary according to school (Birgit, 2012). We want to look at the variability of students' academic achievements across the schools attended by the respondents. We will be addressing the question: do students' academic achievements differ across school? Since this is a case of comparison of many means, we are going to use a univariate analysis of

variance to assess the variability of students' academic achievements across schools as shown on the table 4.10 below.

Table 4.10: Analysis of the effect of school on students' academic achievement

	N	Mean	Std. Deviation	Std. Error
BGS Molyko	162	2,1712	,57660	,04530
GHS Buea Town	80	2,2216	,53203	,05948
GHS Bokwango	96	2,0133	,55431	,05657
Total	338	2,1382	,56429	,03069

Table 4.10 above shows that there were some relative differences in the Means and Standard Deviations of the various schools involved in the study: BGS Molyko (M = 2.172, SD = 0.576), GHS Buea-Town (M = 2.221, SD = 0.532); GHS Bokwango (M = 2.013, SD = 0.554). The test of the differences between these schools is presented in table 4.11 below.

Table 4.11: Analysis of the effect on students' academic achievement by school

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,231	2	1,115	3,556	,030
Within Groups	105,078	335	,314		
Total	107,309	337			

The analysis of variance as shown on table 4.11 above reveals that attending a particular school, does affect students' academic achievement in a significant way as the results of this study show, $F(2, 335) = 3.556, p < 0.05$.

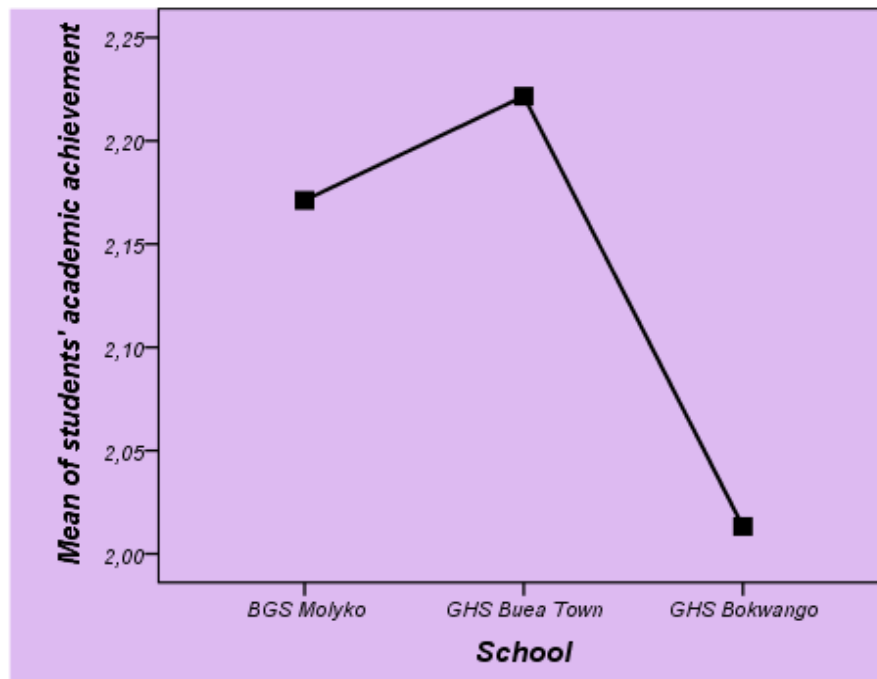


Figure 4.6: Graph of the variability students' academic achievement by school

The overall analysis as illustrated in figure 4.8, revealed a significant difference in students' academic achievement for the different schools, $F(2, 335) = 3.556$, $p < 0.05$; meaning that, students' academic achievement is significantly affected by the school they attend.

4.3.3. Variability of students' academic achievements by school

Literature reveals that students' academic achievements vary according to class. We want to look at the variability of students' academic achievements across the class attended by the respondent. We will be addressing the question: do students' academic achievements differ by class attended? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' academic achievements across class, as shown in the table 4.12 below.

Table 4.12: Analysis of the effect of class on students' academic achievements

	N	Mean	Std. Deviation	Std. Error
Form 3	63	2,0693	,54952	,06923
Form 4	61	2,1371	,53387	,06836
Form 5	84	2,0097	,55720	,06080
LS Arts	67	2,2049	,47353	,05785
LS Science	63	2,3088	,66113	,08329
Total	338	2,1382	,56429	,03069

Table 4.12 above shows that there were some relative differences in the Means and Standard Deviations of the various classes involved in the study: Form 3 (M = 2.069, SD = 0.549), Form 4 (M = 2.137, SD = 0.533), Form 5 (M = 2.009, SD = 0.557), LS Arts (M = 2.205, SD = 0.473); and LS Science (M = 2.308, SD = 0.661). The test of the differences between these classes is presented in table 4.13 below.

Table 4.13: Analysis of the effect on students' academic achievement by class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,817	4	,954	3,071	,017
Within Groups	103,492	333	,311		
Total	107,309	337			

The analysis of variances as shown in table 4.13 above reveals that being a student of a particular class, does affect the students' academic achievement in a significant way as shown in the results of this study, $F(4, 333) = 3.071, p < 0.05$.

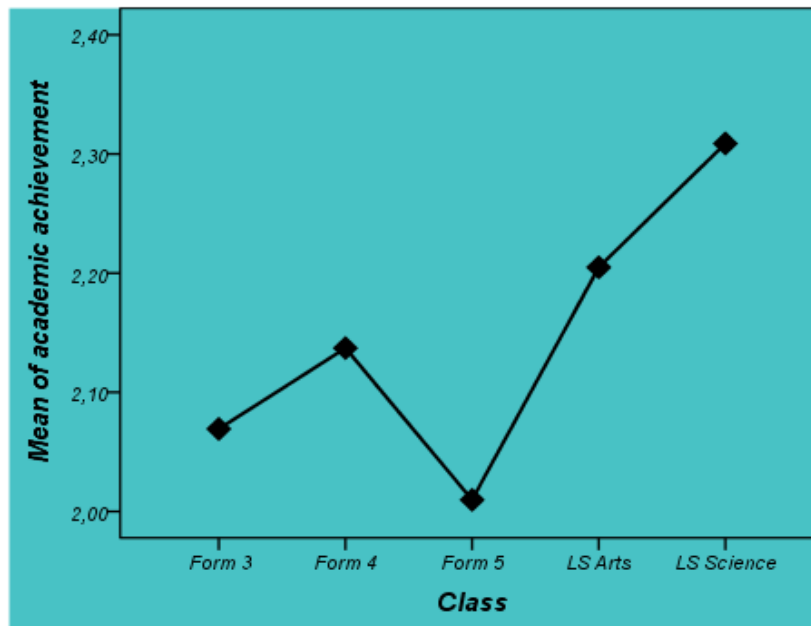


Figure 4.7: Graph of the variability students' academic achievement by class

The overall analysis as illustrated in figure 4.7, revealed a significant difference in students' academic achievement for the different classes, $F(4, 333) = 3.071$, $p < 0.05$ meaning that, students' academic achievement is significantly different across their various classes.

4.3.4. Variability of students' academic achievements by gender

We want to see if students' academic achievements vary by the gender of respondent. In other terms, do academic achievements differ between male and female students? So we will compare students' academic achievements of the two gender groups by using the t-test as shown in the tables below.

Table 4.14: Group Statistics for students' academic achievement by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic achievement	Male	114	2,2759	,57227	,05360
	Female	224	2,0682	,54830	,03663

The results show that the variability of students' academic achievements in the study was significantly different for male students ($M = 2.276$, $SD = 0.536$) than for female student ($M = 2.070$, $SD = 0.548$), $t(336) = 3.245$, ($p < 0.001$).

Table 4.15: Independent t-test for students' academic achievements by gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Academic achievement	Equal variances assumed	,051	,821	3,245	336	,001
	Equal variances not assumed			3,200	219,02	,002

The results reveal a significant variability of students' academic achievements for male and female students in our study.

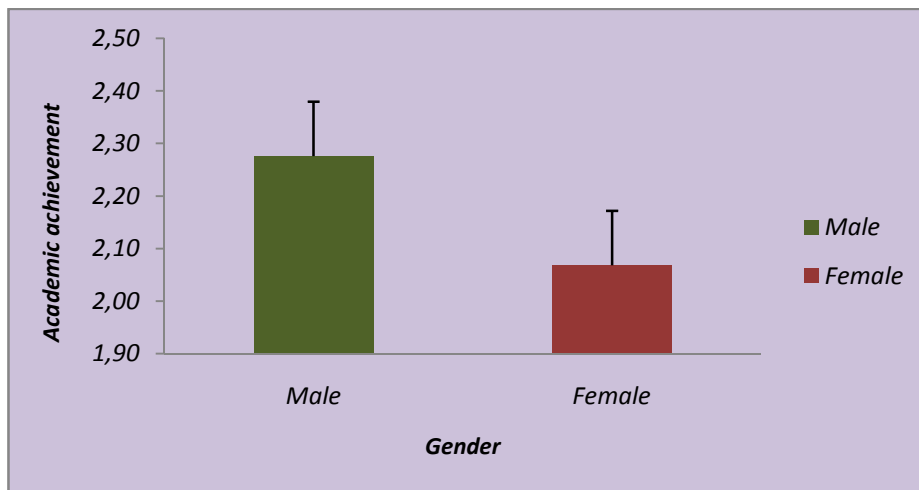


Figure 4.8: Bar chart of the variability of students' academic achievements by gender

The overall analysis as seen on figure 4.8, displays a significant difference in academic achievement for male students and female students ($p > 0$); meaning that,

students' academic achievements are different in the two groups, the difference is significant. So it can be concluded that the gender of the student does affect the student's academic achievement.

4.3.5. Variability of students' academic achievements by age

We want to examine the variability of students' academic achievements across the age category of the respondent. We will be addressing the question: do students' academic achievements differ by the age category? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' academic achievements across the age category, as shown on the table 4.16 below.

Table 4.16: Analysis of the effect of age on students' academic achievement

	N	Mean	Std. Deviation	Std. Error
9-12 yrs	25	2,0764	,49840	,09968
13-15 yrs	148	2,0602	,52095	,04282
16-19 yrs	159	2,2013	,57898	,04592
19+ yrs	6	2,6515	1,02758	,41951
Total	338	2,1382	,56429	,03069

Table 4.16 above shows that there were some relative differences in the Means and Standard Deviations of the various age categories involved in the study: 9-12 years (M = 2.076, SD = 0.448), 13-15 years (M = 2.060, SD = 0.520), 16-19 years (M = 2.201, SD = 0.578) and 19+ years (M = 2.651, SD = 1.027). The test of the differences between these age categories are presented in table 4.17 below.

Table 4.17: Analysis of the effects of age on students' academic achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,21	3	1,070	3,432	,017
Within Groups	104,01	334	,312		
Total	107,31	337			

The analysis of variances as shown in table 4.17 above reveals that being a student of a particular age category, does affect the student's academic achievement in a significant way as shown in the results of this study, $F(3, 334) = 3.342, p < 0.05$.

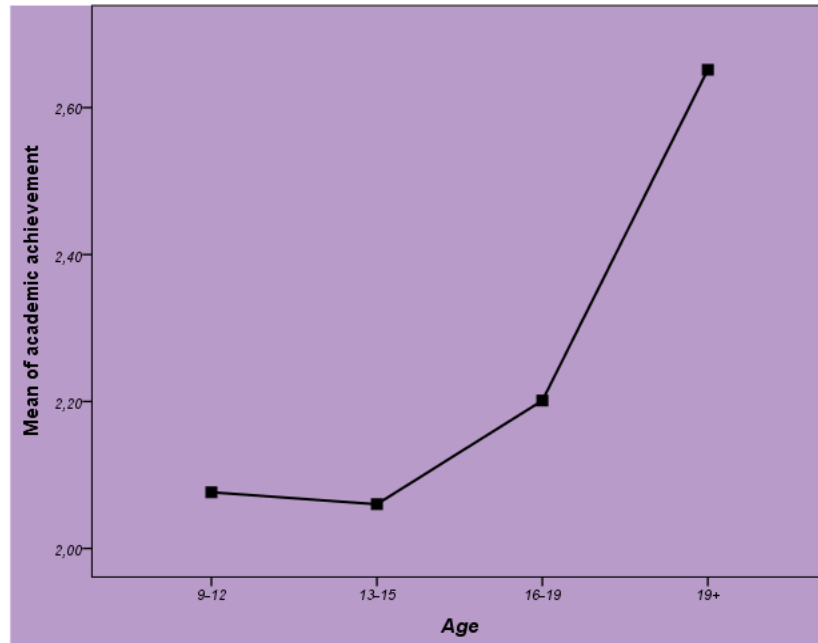


Figure 4.9: Graph on the variability of students' academic achievement by age

The overall analysis as illustrated in figure 4.9, revealed a significant difference in students' academic achievement for the different age categories, $F(4, 334) = 3.342, p < 0.05$; meaning that, students' academic achievement is significantly influenced by the age category.

4.4. Verification of Research Hypotheses

In this section, we are going to verify our research hypotheses. The Pearson correlation coefficient was used to test our research hypotheses. Also, we will assess the predictive nature of students' academic achievement. The statistical processing of the data was done through the SPSS software (SPSS 23.0 for Windows) as seen on table 4.18 below.

Table 4.18: Means, standard deviation and correlations between our study variables

	1	2	3	4	5
Home monitoring	1				
Preventive control techniques	,308	1			
Suspension/expulsion	,234	,224	1		
Moral education	,251	,396	,262	1	
Students' academic achievements	,543	,512	,464	,556	1
Mean	2,2562	1,9219	2,2626	2,3260	2,1382
SD	,77434	,58715	,60273	,64424	,56429
Note : N = 338 ; *** p < 0.001					

Table 4.18 above displays the correlation matrix of our study variables. The results show majors strong correlations between our study variables, namely between the independent variables (home monitoring, preventive control techniques, suspension/expulsion and moral education) and the dependent variable (students' academic achievements).

4.4.1. Home monitoring and students' academic achievements (RH1)

A safe home environment is critical in the developmental life and wellbeing of the student for him to succeed in the school milieu. That is why the first research hypothesis (RH1) claims that there is a significant relation between home monitoring and students' academic achievements. The shape of scatter plot in figure 4.10 displays the relationship showing the direction of relationship between home monitoring and Students' academic achievements.

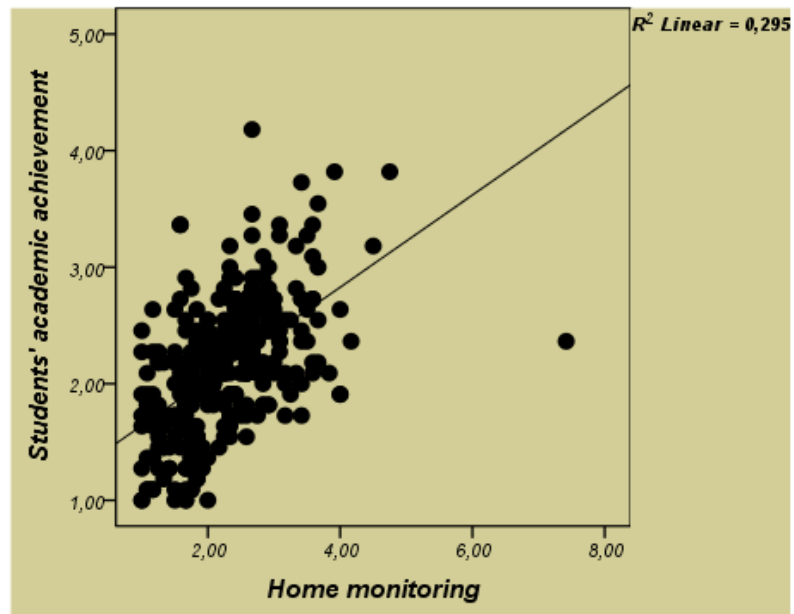


Figure 4.10: Scatter plot showing the correlation between home monitoring and students' academic achievements.

The results have shown that there was a significant positive correlation between home monitoring and students' academic achievement, $r(336) = 0.543$, ($p < .001$). From this result we can conclude that home monitoring significantly correlates with students' academic achievements. This test-value gives a coefficient of determination of 0.295, meaning that 29.50% of the variability of students' academic achievements is explained by home monitoring.

4.4.2. Preventive control techniques and students' academic achievements (RH2)

Rules and regulations are important in the developmental life and wellbeing of the student for him to succeed in the school milieu. That is why the second research hypothesis (RH2) claims that there is a significant relation between preventive control techniques and students' academic achievements. The shape of the scatter plot in figure 4.11 below displays the relationship showing the direction of relationship between preventive control techniques and Students' academic achievements.

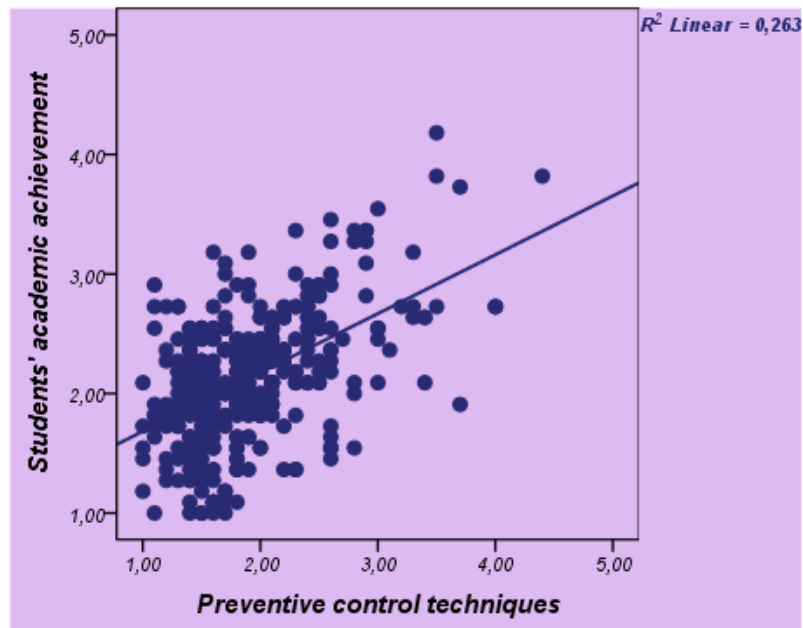


Figure 4.11: Scatter plot showing the correlation between preventive control techniques and students' academic achievements

The results have shown that there was a significant positive correlation between preventive control techniques and students' academic achievements, $r(304) = 0.512$, ($p < .001$). From this result we can conclude that preventive control techniques significantly correlate with students' academic achievements. This test-value gives a coefficient of determination of 0.263, meaning that 26.30% of the variability of students' academic achievements is explained by preventive control techniques.

4.4.3. Suspension/expulsion and students' academic achievements (RH3)

Discipline is essential in the developmental life and wellbeing of the student for him to succeed in the school milieu. That is why the third research hypothesis (RH3) claims that there is a significant relation between suspension/expulsion and students' academic achievements. The shape of scatter plot in figure 4.12 displays the relationship showing the direction of relationship between suspension/expulsion and students' academic achievements.

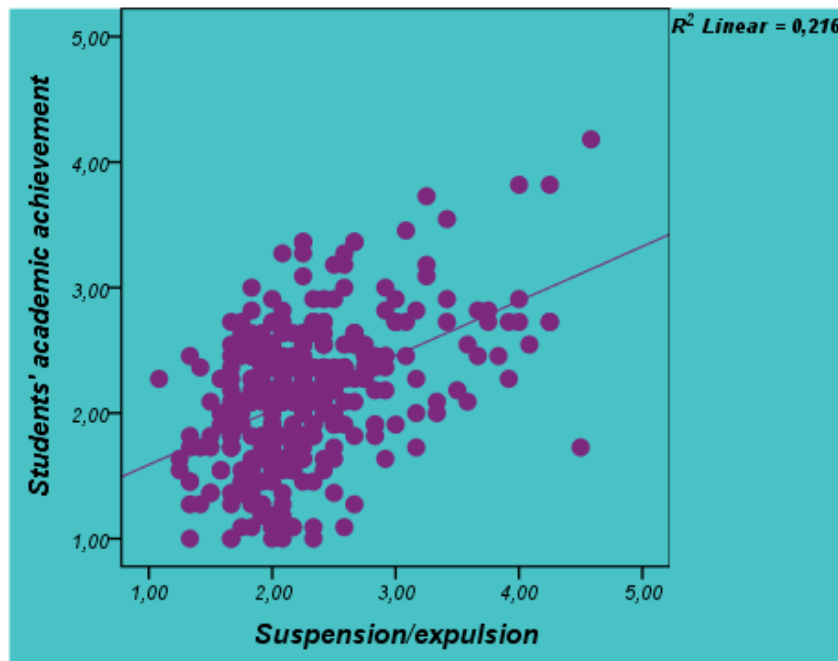


Figure 4.12: Scatter plot showing the correlation between suspension/expulsion and students' academic achievements

The results have shown that there was a significant positive correlation between suspension/expulsion and students' academic achievement, $r(304) = 0.464$, ($p < .001$). From this result we can conclude that suspension/expulsion significantly correlate students' academic achievements. This test-value gives a coefficient of determination of 0.295, meaning that 29.50% of the variability of students' academic achievements is explained by suspension/expulsion.

4.4.4. Moral education and students' academic achievements (RH4)

Moral education is critical in the developmental life and wellbeing of the student for him to succeed in the school milieu. That is why the fourth research hypothesis (RH4) claims that there is a significant relation between moral education and students' academic achievements. The shape of scatter plot in figure 4.13 displays the relationship showing the direction of relationship between home monitoring and students' academic achievements.

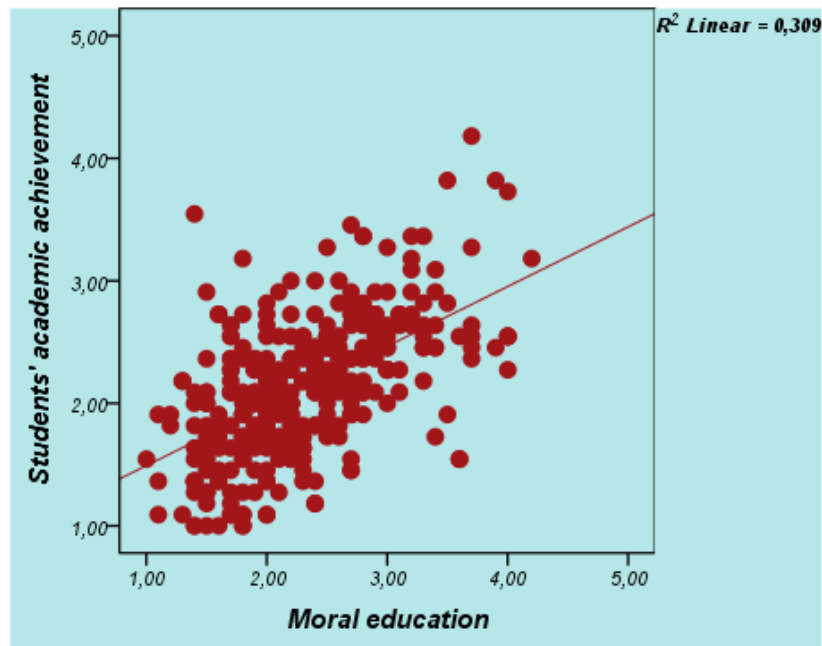


Figure 4.13: Scatter plot showing the correlation between moral education and students' academic achievements

The results have shown that there was a significant positive correlation between moral education and students' academic achievement, $r(304) = 0.556$, ($p < .001$). From this result we can conclude that moral education significantly correlate students' academic achievements. This test-value gives a coefficient of determination of 0.309, meaning that 30.90% of the variability of students' academic achievements is explained by moral education.

4.4.5. Prediction of students' academic achievements

Several authors have emphasized the importance of students' academic achievement and have investigated factors for improving their academic achievements. In this light, much research has been carried out to predict students' academic achievements. After a multiple hierarchical regression analysis, we now consider the parameters of the model for students' academic achievements.

In the first model, $R^2 = 0.3090$. This implies that the predictor variable (moral education) accounts for 30.90% of the variability of students' academic achievements. Then, the second model displays, a $\Delta R^2 = .174$. This implies that when added, the predictor variable (home monitoring) account for 17.40% of the variability of students' academic achievements. The third model is much better, because $\Delta R^2 = 0.067$. This implies that, when added, the predictor variable

(suspension/expulsion) raises the strength to 6.70% of the variability of students' academic achievements. But the fourth model is the best one, because $\Delta R^2 = 0.041$. This implies that when added, the predictor variable (preventive control techniques) account for 4.10% of the variability of students' academic achievements. Thus, the four models (home monitoring, preventive control techniques, suspension/expulsion and moral education) put together are good predictors of students' academic achievements with 59.10% of variability. Table 4.19 below presents the b-value estimates. These values indicate the individual contribution of each predictor to the model.

Table 4.19: Coefficients of the regression model for students' academic achievements

Model	B	Std. Error	Beta	t	R^2	ΔR^2	
1	(Constant)	1,005	,096		10,489	0.309	0.309
	Moral education	,487	,040	,556	12,265		
2	(Constant)	,518	,095		5,456	0.483	0.174
	Moral education	,392	,036	,448	11,035		
	Home monitoring	,314	,030	,430	10,602		
3	(Constant)	,141	,104		1,358	0.550	0.067
	Moral education	,341	,034	,389	10,010		
	Home monitoring	,278	,028	,381	9,889		
	Suspension/expulsion	,256	,036	,273	7,067		
4	(Constant)	-,010	,102		-,097	.591	0.041
	Moral education	,277	,034	,316	8,063		
	Home monitoring	,244	,027	,334	8,867		
	Suspension/expulsion	,236	,035	,252	6,799		
	Preventive control techniques	,219	,038	,228	5,772		
a. Dependent Variable: Students' academic achievement							

Moral education significantly predicts students' academic achievements, $\beta = .316$, $t(336) = 8.063$, $p < .001$, and Home monitoring significantly predicts students' academic achievements, $\beta = .334$, $t(336) = 8.867$, $p < .001$. Suspension/expulsion significantly predicts students' academic achievements, $\beta = .252$, $t(336) = 6.799$, $p < .001$. Preventive control techniques significantly predicts students' academic

achievements, $\beta = .228$, $t(336) = 5.772$, $p < .001$. It means that these predictor variables (home monitoring, preventive control techniques, suspension/expulsion and moral education) interact together to relatively and substantially predict students' academic achievements.

Summary

The focal point of this chapter is presenting the data collected from the research respondents. This data has been analysed to test the research hypotheses guiding this study which are four in number. The demographic description of the respondents have been statistically provided in this chapter taking into consideration the main dependent variable guiding the study which is students' academic achievement. In analysing the variability of academic achievement among the respondents, the one way analysis of variance, student t-test, Pearson correlation coefficient regression analysis, among other statistical tools were employed.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS AND CONCLUSIONS

5.0. Introduction

The objective of this study was to investigate the influence of discipline management strategies on the academic achievement of secondary school students within the Buea municipality, Fako division of the South West Region of Cameroon. The main research instrument used for this investigation was the questionnaire. Four research hypotheses were formulated alongside research questions to guide the investigations. The data collected were analysed using the one way analysis of variance(ANOVA), the independent sample student t-tests, the Pearson correlation coefficient, the Stepwise multiple regression and the mediated regression analysis. After the verification of hypotheses, all our research hypotheses were confirmed. In this chapter, we shall discuss and analyse the findings in relation to the hypotheses, objectives and the views or findings of some authors. From this interpretation and discussion of findings, the researcher shall make her conclusion and provide some recommendations as well as suggestion for future research on the studied phenomenon. The chapter shall equally enumerate the limitations of the study.

5.1. Summary of findings

From the analysis and interpretation of data in the preceding chapter, the following findings were arrived at:

Looking at the demographic characteristics of the respondents, a significant variation was found to exist in levels of students' academic achievement between the respondents of the various schools. This is an indication that the school, age, gender, and class have significant effects on the academic achievements of students. Considering the different schools that were involved in the study, there were some

relative differences in the Means and Standard Deviations of the various schools involved in the study: BGS Molyko ($M = 2.172$, $SD = 0.576$), GHS Buea-Town ($M = 2.221$, $SD = 0.532$); GHS Bokwango ($M = 2.013$, $SD = 0.554$). The overall analysis revealed a significant difference in students' academic achievement for the different schools, $F(2, 335) = 3.556$, $p < 0.05$; meaning that, students' academic achievement is significantly affected by the school they attend.

Gender wise, the results show on an average that the variability of students' academic achievements in the study was significantly different for male students ($M = 2.276$, $SD = 0.536$) than for female student ($M = 2.070$, $SD = 0.548$), $t(336) = 3.245$, ($p < 0.001$), meaning that, students' academic achievements are different in the two groups, with female students performing and achieving better than their male counterparts.

Looking at the class difference, the findings revealed a significant difference in students' academic achievement for the different classes, $F(4, 333) = 3.071$, $p < 0.05$ meaning that, students' academic achievement is significantly different across their various classes.

Looking at the different research hypotheses, with respect to the independent variable and the dependent variable, The results show major strong correlations between our study variables, namely between the independent variables (home monitoring, preventive control techniques, suspension/expulsion and moral education) and the dependent variable (students' academic achievements). The results obtained were as follows:

- There is a significant correlation between monitoring and students' academic achievements, $r(336) = 0.543$, ($p < .001$).
- There is a significant correlation between preventive techniques and students' academic achievements, $r(304) = 0.512$, ($p < .001$).
- There is a significant correlation between suspension/expulsion and students' academic achievements, $r(304) = 0.464$, ($p < .001$).
- There is a significant correlation between moral education and students' academic achievement, $r(304) = 0.556$, ($p < .001$).

Judging from the results gotten and with the verified hypotheses, it is with certainty that the researcher summarily affirms that there is a significant relation between

discipline management strategies and students' academic achievements in secondary schools within the Buea municipality.

5.2. Discussion of findings

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

5.2.1. RH1: There is a significant relation between home monitoring and the academic achievement of secondary school students

Our first research hypothesis was aimed at determining the relation that exists between monitoring and the academic achievement of students. From the analysis, 29.50% of the respondents were of the opinion that monitoring influences their academic achievement positively.

The positive direction of the relationship signifies that monitoring and students' academic achievement work hand in glove. This implies that for students' academic achievement to be improved upon, their activities as far as their learning, their daily life and wellbeing need to be closely monitored. The correlation coefficient was positively significant with $r(336) = 0.543$, ($p < .001$). Therefore, an increase in monitoring strategies by 1% will lead to 29.50% increase in the level of students' academic achievement.

The home as the first place to teach a child has the responsibility of encouraging moral development. Every child is born into the warm embrace of parents and others who provide him a social environment. Throughout life, children are units of social processes. In interacting and relating to selves and the world around, they develop and use attention, mental images, creativity and adaptability. These factors touch on the feelings and sensitivities of people. They are relevant in explaining the level of the individual's success or failure in personal relations with others. Studies on child-rearing practices place more emphasis on parental control, attitude and overall pattern of parent-child relations as major determinants of children's successes and the degree to which they are disciplined. What the child learns at home, and the family's motivation towards his education, contributes to his success in school (Fan, 2010)

It can thus be confirmed with certainty that the monitoring of students' activities and the follow-up of their academic activities by their parents, care-givers and significant others play a significant role in their levels of academic achievements.

5.2.2. RH2: There is a significant link between preventive control techniques and the academic achievement of secondary school students

Our second research hypothesis sought to assess the influence of preventive control techniques on the academic achievement of secondary school students within the Buea municipality. Judging from the collected and analysed data, it was realized that preventive control techniques positively correlates with students' academic achievements, $r(304) = 0.512$, ($p < .001$). The positive direction of this relationship signifies that, the putting in place of preventive control techniques like clearly defining school rules and regulations among others will increase the rate of students' academic achievement.

According to studies carried out by Adams (2003), school rules and regulations are among the strategies designed to instil good conduct in student. These rules and regulations which stand out as preventive control techniques specify in most cases what school members should do and what they should not do as well as the consequences awaiting those who break either of the set rules.. Adams found out in this study that despite these expectations, students still break these rules and regulations with wide spread acts of indiscipline which go a long way to affect students' academic achievement negatively. It therefore means that, students should be constantly reminded of these school rules and regulation and the sanctions that awaits those who go contrary to them.

5.2.3. RH3: There is a significant relation between suspension/expulsion and the academic achievement of secondary school students

The third research hypothesis sought to answer whether suspension/expulsion as a discipline management strategy has an effect on the academic achievement of students as well as the level of awareness of students of this strategy on their

academic achievement. This hypothesis was supported by the correlational and regression analyses. From research findings presented in the previous chapter, suspension/expulsion positively correlated with students' academic achievement wherein, $r(304) = 0.464$, ($p < .001$). With the test-value giving a coefficient of determination of 0.295, this means that 29.50% of the variability of students' academic achievements is explained by suspension/expulsion.

To Rausch and Skiba (2005), the use of exclusionary discipline is contingent upon a belief that removing certain children from school is necessary or helpful in order to maintain a school climate conducive to learning. Yet, a potentially paradoxical consequence of school removal is the inherent risk of student opportunity to learn, particularly for student groups with relatively high disciplinary rates. This study described rates of school discipline and achievement in one Midwestern state disaggregated by race and controlling for poverty, and examined the relationship between school discipline and achievement while accounting for socio-demographic influences. The findings of this study suggested that school usage of suspension and expulsion is negatively related to academic achievement independent of socio-demographic influences, and argues that exclusionary discipline does not contribute to improved learning outcomes.

For students to be educated in a conducive learning environment and for the goal of high academic achievement for all to be attained, the school management body at large have the responsibility to use effective methods that will create and maintain a safe school climate conducive to learning. With students aware of this discipline management strategy and its direct negative effect on their studies, they are bound to stay clear from acts that will warrant their being suspended or excluded.

5.2.4. RH4: There is a significant link between moral education and students' academic achievement

From the results, there is a significant positive correlation between moral education and students' academic achievement, $r(304) = 0.556$, ($p < .001$). From this result we can conclude that moral education significantly correlate students' academic achievements. This test-value gives a coefficient of determination of 0.309, meaning that 30.90% of the variability of students' academic achievements is

explained by moral education. Thus moral education significantly predicts students' academic achievements, with $\beta = .316$, $t(336) = 8.063$, $p < .001$.

Our fourth research hypothesis sought to find out the influence of moral education on the academic achievement of secondary school students. One purpose of moral education is to help make children virtuous (honest), responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project (making sense of life). On most accounts, morality isn't intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews (Kohlberg, 1975). Iwundu (1995) noted that, youths who are morally sound are well adjusted in society; they are high academic achievers, future ideal representatives, building strong hopes in the life of their parents, teachers and societal members at large. For this to be possible within our educational milieu with its outcome enjoyed by our society at large, moral education needs to be enhanced to its full capacity within our secondary schools in general and public secondary school most especially.

In line with Kohlberg's views, it is important that the actors involved with the moral upbringing of children (parents, teachers, counsellors, elders etc.) should inculcate moral values in children such that morality becomes part and parcel of them. By so doing, students will be self-disciplined enough to do just what is expected of them and that which they know will yield positive results as far as their studies and achievements are concerned. From the findings of this study, immoral behaviours as a result of lack of moral education can distract the attention of students from their primary aim of being in the school and negatively affect their academic performance. Students who are exposed to moral education generally perform better than those without moral education; hence, moral education does not only remodel students' character for positive changes but also boost their academic achievements.

5.3. Theoretical and Professional implications

The manner in which discipline is being handled within our school establishments is very vital owing to the fact that one of the goals of such establishments is to graduate individual fit for self and societal use. Many students are of the opinion

that moral education plays a significant role in enhancing their level of academic achievement. It is important for counsellors not to relent their efforts as far as their constant encouragement, psychological and moral follow-up of these students are concerned. Also parents need to consider the extent to which they monitor their children education wise, when students realize that their parents are concerned about their studies, this awareness boosts up their morale and attitude towards studies.

In addition, educational stakeholders and school administrators and technical staff need to consider disciplinary practices that will affect students positively and enhance their achievements. When working with students from diverse cultural and home backgrounds, there needs to be the use of culturally sensitive interventions, practices and policies within the school environment that are necessary in facilitating a conducive teaching/learning environment that will in turn enhance the level of students' academic achievements. More so, policies relative to students' mental health, relationships with family, disciplinary issues, educational issues also need to be re-evaluated. When families are made known the important role they play in the lives of their children and in their education; by being more involved in the lives and education of their children, by closely following up their studies and meeting up with their psychological, physical and emotional needs, these students will be highly self-esteemed and this put together with the other factors as seen above, will improve on the falling and fluctuating rates of students' academic achievements.

Moreover, at a conceptual level, discipline management strategies highly differ even amidst schools of the same type. These differences on how to manage discipline for the enhancement of students' academic achievements need to be incorporated in the recruitment and training of teachers and school administrators or those who are in direct contact with learners. By so doing, these actors will be better trained on some of the best ways in handling learners' misconduct be it in school or at home as well as guidelines on how to follow-up the studies of these learners.

5.4.Limitations of the study and Suggestions for further studies

Findings of this study have implications for informing students and educational actors on how to better manage or curb the disease of indiscipline that has infested

most of our public secondary schools and have negatively played on the smooth flow of educational activities and students' academic achievements. With this study limited to public secondary schools, there needs to be a full exercise of caution when generalizing the findings of this study to other schools or students. In addition, the current study relied solely on self-report measures, specifically a questionnaire, for the collection of data. Employing just the quantitative research design, the dependability of these research findings is limited to an extent.

In order to fix these limitations, future research should include other school types like denominational and lay privates, for its findings to be generalized at its utmost.

In addition the use of a mix method in collecting useful data, if applied in future studies still in this light will improve on the quality and pertinence of the research findings.

It may also be valuable in future research designs to obtain more demographic information regarding socioeconomic status, parental occupation, peer influence, the role of guidance counsellors, language spoken at home, social support networks, parental status and religion. This information could provide greater clarity regarding the myriad or bulk of variables that contribute to or influence students' academic achievements.

Longitudinal research designs would also help to better assess the influence of discipline management strategies on the academic achievement of secondary school students.

In addition, incorporation of a mixed research design can help to further illuminate the unique influence of discipline management strategies on students' academic achievements.

5.5. Recommendations

Educational stake holders should come out with a text clearly defining the strategies that should be used within school settings to enforce discipline and enhance students' academic achievements. This will act as a reference booklet. Also, parents and all those directly or indirectly involved with education should be called to the

lamplight and made aware of the important role they have to play as far as quality academic achievements of learners are concerned.

In addition, I wish to recommend to the ministry of education to constantly organise seminars and workshop for in-service teachers. This should aim at drilling them on conflict management in school. By so doing, better strategies on how to manage discipline will be learned by all in sundry. As such, students' academic achievements will improve upon. This is because quality education, quality performance and quality academic achievements can only be realised in a conducive teaching/learning environment.

GENERAL CONCLUSION

This research study entitled “Discipline management strategies and students’ academic achievement” was aimed at finding out if there is a link between discipline management strategies and students’ academic achievement. The pertinence of this dissertation rested on identifying the modalities of discipline management strategies linked to the academic achievements of students. The main research question guiding this study was interrogated as “To what extent do discipline managements strategies influence the academic achievement of secondary school students?” Findings show that there is a significant correlation between discipline management strategies and students’ academic achievement.

Taking into consideration similar studies that have been carried out in this area of endeavour, we decided to use monitoring, preventive control techniques, suspension/expulsion and moral education as the independent variables; with students’ academic achievement standing as the dependent variable. Justifications for the study as well as delimitations have also been looked into.

The second chapter of this study focused on the review of literature. A number of theories vital for this study were looked into: Self-determination theory of motivation by Ryan and Deci (1980), Behaviour Modification theory of B.F. Skinner (1955), The Learning Bar Model (J.D. Willms, 2003), Production theory by Psachalopoulos and Woodhall (1985), Social learning Theory by Albert Bandura (1977). Empirical literature has also been reviewed. The research hypotheses guiding this study have been stated as follows:

SRH1: There is a significant relation between home monitoring and the academic achievement of secondary school students

SRH2: There is a significant link between preventive control techniques and the academic achievement of secondary school students

SRH3: There is a significant relation between suspension/expulsion and the academic achievement of secondary school students

SRH4: There is a significant link between moral education and the academic achievement of secondary school students.

Relative to the four research hypotheses based on the relation between discipline management strategies and students' academic achievements, the four research hypotheses have been confirmed. Results from the statistical analysis show that monitoring, preventive control techniques and moral education are significantly related to the academic achievement of secondary school students in the positive directive while suspension/expulsion significantly relate to students' academic achievement in the negative direction. This study employed the quantitative research method making use of the survey research design.

In line with the realisations arrived at in the course of this study, a good number of strategies have been earmarked to be useful as far as managing indiscipline among students and enhancing their academic achievements are concerned. This study permits those directly involved with the education of our citizens to know when and how to intervene in cases of students' misconduct that will in turn positively improve on their performances in particular and achievement in general.

It can therefore be concluded with certainty that discipline management strategies play a very significant role as far as the academic achievement of students within public secondary schools are concerned. The four research hypotheses guiding this study all confirmed is an indication that these variables are good predictors of students' academic achievements. The above discussed resolutions and recommendations if taken into consideration will help a great deal in boosting the rate of students' academic achievements within public secondary schools in particular and at all levels of education in general. Also, the above suggestions for further research, if looked into by other researchers will also help in identifying other possible ways in which students' academic performances in particular and achievements in general can be improved upon.

REFERENCES

- Adesina, S. (1980). *Aspects of school management*. Ibadan : Board Publication Limited.
- Arum, R. (30th October 2003). *Judging School Discipline: The Crisis of Moral Authority*. Harvard University Press. ISBN 978-0-674-01179-3.
- Astin, A. W. & Sax, L. J. (1998). *How undergraduates are affected by service participation*. *The Journal of College Student Development*, 39(3), 251-263
- BameNsamenang, Therese M.S. Tchombe, “*Handbook of African Educational Theories and Practices*”, Human Development Resource Centre (HDRC), Bamenda, 2011, pp. 483-492.
- Bandura, Albert (1963). *Social learning and personality development*. New York: Holt, Rinehart, and Winston
- Bandura, Albert (1977). *Social Learning Theory*. Oxford, England: Prentice-Hall.
- Bandura, A. (1977). Self-reinforcement: *The power of positive personal control*. In P. G. Zimbardo & F. L. Ruch (Eds.), *Psychology and life* (9th ed.). Glenview, IL: Scott, Foresman.
- Battle, J., & Lewis, M. (2002). *The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement*. *Journal of Poverty*, 6(2), 21-35.
- Bronfenbrenner, U., & Morris, P. A. (1998). *The ecology of developmental processes*. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theory* (5th ed.). New York: Wiley.
- Camp, W. G. (2001). *Formulating and evaluating theoretical frameworks for career and technical education research*. *Journal of Vocational Education Research*, 26(1). Retrieved from: <http://scholar.lib.vt.edu/ejournals/JVER/v26n1/camp.html>.
- Chandler, A. (1996). “*Strategy and Structure*”: *Chapters in the history of industrial enterprise*, Doubleday, New York.
- Child D (1981). *Psychology and the Teacher*. London: Holt, Rinehart and Winston.
- Chris, S. 2007. *Choice Theory in the classroom*. *Journal of Adventist Education*. March 2007.
- Coleman, J. S. (1988). *Social capital in the creation of human capital*. *American Journal of Sociology*, 94, S95–S120.

- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity*. Washington, DC: Government Printing Office.
- Creswell, J.W. (2012). *Planning, conducting and evaluating quantitative and qualitative research*: Educational Research,(4th ed.).
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*(3rd ed.).Thousand Oaks, CA: Sage
- Crosnoe, R., Johnson, M. K., & Elder, G. H. (2004).*School size and the interpersonal side of education: An examination of race/ethnicity and organizational context*. *Social Science Quarterly*, 85(5), 1259-1274.
- Crow DL, Crow A (2007). *Educational Psychology*. Delhi: Surject Publications
- Dashpande AS (1984).“*A Study of Determinants of Achievement of Students at SSC Examination in the Pune Division of Maharashtra State*”. A Doctoral Thesis submitted to the Faculty of Education, University of Poona.
- Denga, D. I. (1999). *Education and Vocational Guidance of Secondary School Students in Nigeria*. Jos: Savanna Publishers Ltd.
- Desforges C., with Abouchaar, A., (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review*. DfES Research Report 433, 2003
- Dergisi, U. S.A.(2009). *The Journal of International Social Research*, 2,8. Retrieved September 16, 2009 from http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/kilimci_songul.pdf. [86]
- Dika, S., & Singh, K. (2002).*Applications of social capital in educational literature: A critical synthesis*. *Review of Educational Research*, 72(1) 31–60.
- Duncan, O. D., Featherman, D. L., & Duncan, B. (1972).*Socio-economic background and achievement*. NY: Seminar Press
- Duska, R. & Whelan, M. (1978).*Moral Development: A Guide to Piaget and Kohlberg*. New York: Paulist Press.
- Fortuante, E. (2007). *Teachers still use the cane*. Retrieved September 16, 2009 from www.corpun.com.
- Gaustad, J. (2005). *School Discipline*. Erick Digest from: <http://ww.drdaan.org/organisation/handout%2001-html> (retrieved May 5, 2012).
- Giasi, L. L. (1993). *The influence of Teachers and Parents in Moral Character of children*. Port Harcourt. Unpublished manuscript.

- Glasser, W. (2009a). *Classroom Management: Dealing with Discipline Problems*. Quality Education Programs, Inc. San Pedro.
- Glasser, W. (2009b). *Introduction to Choice Theory: Teaching students responsible behaviour*. Quality Education Programs, Inc. San Pedro.
- Glasser, W. (15 May 2001). *Counselling with Choice Therapy: The New Reality Therapy*. Harper Collins. ISBN 978-0-06-095366-9
- Hamilton-Ekeke, J.T. and Dorgu, E.T. (2014) *The State of the Home and Academic Performance of Secondary School Children in Nigeria*. Open Access Library Journal, 1: e1136. <http://dx.doi.org/10.4236/oalib.1101136>
- Hattie, John A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). *A systems-based synthesis of research related to improving students' academic performance*. Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (ATINER), October 16-19, Athens, Greece. Retrieved [date] from <http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf>
- Iwundu. C. O. (1998). *Psychology of Education and Health Profession*. Port Harcourt: Capiic Publishers.
- Karega Rausch M. and Russell J. Skiba (2005). *The Academic Cost of Discipline: The Relationship between Suspension/Expulsion and School Achievement*. Center for Evaluation and Education Policy Indiana University
- Kohlberg, L. (1973). *Collected Papers on Moral Development and Moral Education*
- Kvint, V. (200). *The Global Emerging Market: Strategic Management and Economics*. Roustledge.
- Mambula, M. A. (1999). *The Role of Moral and Religious Counselling in Secondary Schools*. Port Harcourt. Capiic Publishers.
- Mariene, J. G. (2012). *Strategies for Addressing Student Unrest in Secondary Schools in Kenya, Prescott Valley, Arizona*
- Mbua, F.N. (2003). *Educational Administration: Issues and perspectives*. Limbe: PRESSPRINT Ltd.
- McLane, K. (n.d.). *Student Progress Monitoring: What This Means for Your Child*. Washington, D.C.: The National Center on Student Progress Monitoring, American Institutes for Research.
- McLeod, S. A. (2007). *Obedience to Authority*. Retrieved from www.simplypsychology.org/obedience.html

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2nd ed.). Newbury Park, CA: Sage
- Miltenberger, R.G. 2008. *Behaviour modification principles and procedures* (4th ed). Wadsworth: Belmont USA.
- Mondy, G. J (1987). *Readings in Education Psychology: Attitudes and Character Development*. London: pitman publishers.
- Ngwane George (2010) *Peace education in Cameroon schools: beyond an event*
- Nwankwo, F. (1998). *The Need for Moral Counselling in Schools for National Development: The Counsellor* (17). P. 117 Nwamuo, P. A., Eke, S., (1999). *Issues and Challenges for the Practicing School Counsellor*. Owerri: M. Gajee publication.
- Ponfua Yhayeh Ngwokabuenui (2015). *Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon*. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.22, 2015
- Porter, M.E. (1996). "What is Strategy?". Harvard Business Review (November-December, 1996).
- Porter, M.E. (1980). *Competitive strategy*. Free Press. ISBN 0-684-84148-7.
- Rotter, Julian (1954). *Social learning and clinical psychology*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Ryan R.M., Deci E.L. (2000). *Intrinsic and extrinsic motivations: Classic definitions and new directions*. Contemporary Educational Psychology.
- Ryan RM, Deci EL. *Self-determination theory and facilitation of intrinsic motivation, social development and well-being*. American Psychologist. 2000;55(1):68-78. doi: 10.1037/0003-066X.55.1.68. [PubMed] [Cross Ref]
- Sawar M, Bashir M, Khan NM, Kahn SM (2009). *Study-orientation of High and Low Academic achievers at Secondary level in Pakistan*. <http://www.academicjournals.org/ERR>, April. Educ. Res. Rev. 4(4):204-207.
- Saxton, J. (2000). *Investment in education: Private and public returns*. Retrieved from <http://www.house.gov/jec/educ.pdf>.
- Sharma SR (2005). *Management of School Organizations*. New Delhi: Shri Sai Printographers.
- Skinner, B.F. (1954). *The science of learning and the art of teaching*. Harvard Educational Review, 24(2), 86-97.

- Spinath, Birgit. (2012). *Academic achievement*. In Encyclopedia of human behavior. 2d ed. Edited by Vilanayur S. Ramachandran, 1–8. San Diego, CA: Academic Press.
- Steinmayr, R., Meißner, A., Weidinger, A. F. & Wirthwein, L. (2014). *Academic Achievement*. In L. H. Meyer (Ed.) Oxford Bibliographies Online: Education. New York: Oxford University Press.
- Willms, J. D. (2014). *Student engagement on the pathway to success: Alberta Education's Tell Them From Me project*. Edmonton: Alberta Education.
- Woolfolk, Anita. 2007. *Educational psychology*. 10th ed. Boston: Pearson.
- Yarosan MC (2004), *Strategies for curbing indiscipline in Nigeria secondary schools*. <http://www.Accs.org.uk>. (Retrieved 21 March, 2015).

APPENDIX

APPENDIX 1

UNIVERSITY OF YAOUNDE 1
DEPARTMENT: SCIENCE OF EDUCATION
SERIES: GUIDANCE AND COUNSELLING

Name:

Class-----

SECTION A: DEMOGRAPHIC INFORMATION

1. School type: Public Lay Private Denominational
2. Gender: Male Female
3. Age: 9-12 13-15 16-19 19+

You are required to tick (√) in each box against the statement to show your level of agreement or disagreement to the statements in the sections that follow.

Please tick in one box **ONLY** using the key below.

NB. The information you provide will be treated with a lot of confidentiality.

KEY: SA = strongly agree A = Agree. N= Neutral. D = Disagree. SD = Strongly disagree.

Check your level of agreement to the following statements

SECTION B:

		Response options				
		SA	A	N	D	SD
4	Your parents monitor the time you leave or return home					
5	Your parents follow up your academics by ensuring you read, study and do homework regularly					
6	You have rules and regulations that guide your conduct at home					

7	You are punished whenever you fail to observe such rules					
8	This punishment to you serves as a correction measure to you					
9	You behave better after being punished by your parents or guardians					

SECTION C:

		Response options				
		SA	A	N	D	SD
10	Your school has rules and regulations which are strictly observed					
11	You are aware of the prescriptions of these rules					
12	You are constantly reminded of what is acceptable conduct					
13	You are frequently praised by teachers for good conduct					
14	Preventive control has no effect on your academic performance					

SECTION D:

		Response options				
		SA	A	N	D	SD
15	You are frequently sent out of class for bad conduct					
16	Students are usually suspended from classes with hard labour for breaking school rules and regulations					
17	Students face external suspension for acts of indiscipline					
18	Suspension from school or class negatively affects students' academic performance					
19	You have been dismissed from school before If you agree, answer question 20					
20	Your dismissal negatively affected your academic progress					

SECTION E:

		Response options				
		SA	A	N	D	SD
21	You are taught moral values at home					
21	You are taught moral education as a school subject					
22	Teachers constantly advice you on what is good or bad conduct					
23	Moral education improves overall school discipline and consequently students' academic performance					
24	Moral education has no effect on school discipline and academic performance					

SECTION F:

		Response options				
		SA	A	N	D	SD
25	Your sequence results are usually good					
26	you usually perform above average					
27	You are always satisfied with your results					
28	You usually come to school on time and leave school on time					
29	While in school, you do what is expected of you					
30	You always complete your homework					
31	You respect all school rules and regulations					
32	you usually get prepared before the start of an academic year					
33	You are a determined student.					
34	You are satisfied with your academic choices (arts, science)					
35	You are participative in class by asking and answering questions					

Thanks for your cooperation. God Bless you!!!

APPENDIX 2

Determining the size of a random sample (s) for a given population size (N)

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	384

Note: From R.V. Krejcie and D. W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.