

The Importance of Dadaistic and Discipline on Truant Students Academic Performances in Some Secondary Schools in Fako Division

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ABSTRACT

The importance of Dadaistic and discipline on truant students' academic performances in Some Secondary Schools in Fako division the two specific Research Questions that guided the study were translated to four specific research questions as follows. To what extent does an oriented discipline impact truant students' academic performance of some secondary schools secondary in Fako, to what extent does guidance impact truant students' academic performance of some secondary school in Fako. The Research Questions were later transformed to hypothesis as follows. There is a significance relationship between oriented discipline and truant students' academic performance of secondary school in Fako. There is a significance relationship between guidance and truant students' academic performance of secondary school in Fako. The mixed Research Design was used, that is the Qualitative and Quantitative Research Design designs.

*A sample of 180 Secondary Schools Students was used The Simple Random Sampling Technique was used to select the respondents. The Questionnaire and Interview Guide were for the study. Validation of the instruments was done through Face, Content Construct Validity. The Reliability was achieved, through test re-test method. The hypotheses were tested Spear's man Rho Product Moment Correlation. The following results proved that, all the Null Hypothesis were rejected and alternative accepted. The data analyzed in the table above shows that a linear significance relationship between oriented discipline and truant students' academic performance of secondary school in Fako Division of Cameroon ($r = 0.312^{**}$). This implies that as oriented discipline improve; truant students academic performance may also improve in the Division. The data analyzed in the table above shows that a linear significance relationship between guidance and truant students' academic performance of some secondary school students in Fako Division of Cameroon ($r = 0.225^{**}$).*

This implies that as guidance of truant students' improves, academic performance may also improve in the Region Based on these results, the following recommendations were as follows. Dadaistic and discipline being it formal, informal, and non-formal should be the responsibility of all solution to truant students academic performance. Disciplined masters should endeavor to be there at the beginning of the school to attend the first meeting. Also counseling services should be given the opportunity to be evaluated just as other disciplines

INTRODUCTION

Academic Performance refers to achievement in standardized test or examination shown by students. Nie Buhr (1995) defined academic performance of students is that which is typically assessed by the use of teacher written test and examination. Dadaistic and Discipline is an important factor that affects academic performance through an organized and systematic services. The following services will be used to show that they can enhance academic achievement, orientation service, information service, placement service and follow up service.

Orientation service is also important as it expose the students to their new environment, rules and regulations, guiding behaviors and inter personal relationship within the school. (IDOWU 2004). It helps to alleviate fear, anxiety, misery, nostalgia feeling that can deter students' academic performance.

Background to the Study

Historically, According to Adegoke (2004), the discipline masters can assist in school adolescents to handle behavioral, educational and psychological problems. In the United States, the school counseling began as a guidance movement to learners. It was mostly in the form of advice or information gathered from the priest and other religious partners. Early counseling professionals called themselves teachers and Social Advocates who used talking therapy to help their clients. Also with the realization throughout the years that human beings have found comfort in sharing their problem or telling their stories to others. "A problem shared is a problem half solved "made counseling to gain grounds.

During this period three other persons emerged as leaders in the development of counseling. Frank Parson refers to as "Father of Guidance" (1908). Parson worked with young people in helping them make decisions covering their vocation. Parson was best known for establishing Boston's vocational Bureau in 1908 and for purpose of publication of his book "choosing a vocation in 1909. Jesse (1871-1955) vocational guidance and counseling services were created on January 1907, for high school students in Grand Rapids Michigan implemented a systematic counseling Programme in schools, (Auberg, 1977). Davis encouraged English teachers to use lesson and composition that allowed secondary school to investigate career interest, develop character and avoid behavioral problems so as to improve academic performance. School systems have witnessed dramatic quantitative and qualitative change produced and major impact on counseling services. Davis (1914) believed that proper counseling services would help cure the ills of America's society. He took the responsibility of helping students to achieve their greatest potential in area of social, emotional and academic development. Maslow (1970) described this self-actualized person as someone who has developed or is developing into the full statue of which he/she is capable.

Another proponent was Clifford Beer who had an exposure of the inhumane treatment of patient in mental institution. He wrote on the deplorable conditions in a book entitled "A mind that found itself" (1908). He advocated for better mental health facilities and reform in the treatment of mentally ill persons with mental health vocational directions and education at the forefront of peoples' mind.

Statement of the Problem

The upsurge in the standard of education is a call for concern in the educational milieu. This might be

as a result of the newness of the discipline profession and ignorant of truant students goes a long way to hinder academic performance. The services are confronted with series of issues and challenges which ranges from inadequate communication with teachers, students, parents and administration. Also, the service lacks the power to influence change in some schools. Apart from the above, there is lack of sufficient fund for guidance activities, and also lack of time allocated on the time table for guidance service. Denga (2004), holds that the public have a lazy, confused and blurred perception of Discipline masters role and functions. In attempt for the provider to execute his or her duties might be considered as an intruder into the teaching learning process. Also there is a role conflict between counseling service and administration. Bukoye (2004) When counselor are posted to schools, principals assign duties to them according to their school needs either to play the role of a vice principal or to teach as full time teachers. On issues of confidentiality National Institute for Clinical Excellence (2008) therefore confidentiality is pertinent in the service but referrals agents such as teachers, administrators, parents expect service provider to divulge such information to them which might affect emotions and academic performance of students. In addition, some discipline masters who have the opportunity to be posted to schools, often abandon their duties for greener pasture, thereby rendering the service ineffective. As such it is against this backdrop that the study seeks to examine the influence of counseling services on students' academic performance in secondary school in Fako

Objectives of the Study

To investigate the influence of Didactics and discipline on truant student's academic performance in some secondary school in Fako

Specific Objectives

- To examine the effect of oriented discipline on truant students' academic performance in some secondary schools in Fako.
- To examine the effect of guidance on truant students' academic performance in some secondary schools in Fako.

Hypotheses of the Study

Ho₁: There is no significance relationship between oriented discipline and truant students' academic performance of some secondary schools in Fako.

Ha₁: There is a significance relationship between oriented discipline and truant students' academic performance of some secondary schools in Fako.

Ho₂: There is no significance relationship between guidance and truant students' academic performance of some secondary schools in Fako

Ha₂: There is a significance relationship between guidance and truant students' academic performance of some secondary schools in Fako

REVIEW OF RELATED LITERATURE

Introduction

The following concepts are reviewed; truancy, guidance, oriented discipline academic performance

Truancy

Truancy or absenteeism is detrimental to student's achievement, promotion, graduation, self-esteem and employment potential. Clearly, senior students who miss school fall behind their peers in the classroom. This, in turn leads to low self-esteem and increase the likelihood that at-risk students will drop out of school. (Azizi Yahya et al 2010) In longitudinal study of African-American males, Robins and Retcliff (1978) found that of those students who were often truant in high school and primary 75% failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor outcome. About 3,210 secondary school students in Mtwara

Region are not attending classes regularly due to lack of basic needs. Data from region education office show that 3,208 missed regular class lessons in the region. However, the situation has been attributed to truancy, the tendency, which diminishes student's performance. Pass rate in secondary schools in Mtwara dropped from 60.4% in 2009 to 29% last year. (The Citizen 19th October 2011) The Ziwani Secondary School headmaster, Mr. Abdallah Kombo, said truancy is one of the challenges hindering student's academic performance. About 40 students, including girls, failed to complete their secondary education at the school in the year 2011 due to truancy among other factors. "We enrolled 106 students in 2008, but only 67, out of them are 49 boys and 18 girls completed Form Four while 39 students, including 13 boys, failed to graduate due to truancy, pregnancy and transfer," the headmaster said. (The Citizen, 19th October, 2011) Related studies about truancy based on education were done, according to the Encyclopedia vol.VI E pp 87-103. Most countries spend a large amount of time and money to provide formal education for their citizens.

The school system of all modern nations provides both general education and vocational training. Most countries also provide special education programs for disabled or gifted children. The book explains that effective classroom is one in which a warm relationship exists between teachers and students as the teacher selects contents and instructional strategies and use skills for better instructions and classroom management to improve students achievement. There is significant evidence that such an environment leads to higher understanding and transfer of learning (Hunter 1982, Comings 1985). When this mutual respect and cooperation are absent, tension builds up between individuals and problems of discipline soon emerge. Most parents do not visit school except in response to problems. Parents' involvement in the school activities is likely to be related to their own educational levels, and hence many illiterate parents may need encouragement to become involved in the running of schools. Parent attitudes towards education particularly not encouraging girls to acquire good education are also critical to students' performance.

Oriented Discipline

An Orientation is a program that acquaints the students with a new environment (Chesley,2004). Gardner and Siegel (2001), identify the first few weeks of the freshmen term as a time when students develop independent, social network, intellectual habits as well as the skills and knowledge needed to succeed. New students Orientation courses have often been referred to as the most frequently research and empirical well documented course in the history of higher education (Cuseo, 1997). In this light Olumremi, Esere, Omotosho and Ewenyi (2010) opined that orientation services help new students to adjust when admitted newly into Secondary Schools because they feel socially and psychologically lost in the new environment. Therefore, Orientation and Fresh Seminar were found to be the most effective student success programs to assist new college student (Fidler & Hunter, 1988). Perigo & Upcraft, (1989); Cook, (1996); Obidoa and Onwurah (2006) states that orientation services planned to assist both new students and staff get acquainted with the new school, adapt to their new environment and the people in it. Cohen & Brawer, (1996) support the view that programming empowers students with the knowledge, skills and abilities to access and array of resources that can help them to have a more successful college experience.

Furthermore, enabling students to become self-sufficient and better understand the processes involved with becoming a college student actively engages student and help them to more effectively navigate the college campus environment. In addition, Twale & Schaler, (2003) holds the view that providing orientation program services also allows the institution to convey important information about the institution, support system available, and expectation of student. Cook, Cully & Huftalin (2003) holds the view that the Community College student body benefits from such innovative orientation programs that can help them to develop a sense of trust, acceptance and appreciation of diversity. Institutional activities that facilitate personal academic and social development can increase student achievement (Barefoot, 2000). To support the above view, Gardner and Siegel (2000) noted the first few weeks of the freshman term are critical and influence academic success and persistence among first year students. It is during this first term that students develop independence, social

network, intellectual habits and the skills and knowledge needed to be more successful. Pascarella and Terrinzini (1991) and Tinto (1993) reported that as students become more satisfied and involved with the campus and academic community, they are more likely to remain enrolled

Also (Hickman, Bartholomae & McHenry, 2000), holds the view that Orientation services can help to improve new students' self-esteem which is an important predictor of personal and academic achievement

For this reason, Secondary students have been and continue to offered a myriad of services and activities by the institution that include but are not limited to a new student orientation, a transition to college course for first time students, academic advising, supplemental and tutorial support services, as well as student life activities and health services. Also, Stumpf et al., (2003) found that between 1980 & 2000, more students and parents were attending orientation programs.

Guidance and truancy

Guidance service refers to services intended to assist individual, of any age and at any point throughout their lives to make educational, training and careers choices and to manage their careers. It includes a wide range of activities. For instance, activities within the school to help students clarify career goals and the world of work, personal or group based assistance with decisions about initial courses of study, courses of vocational training, further education and training. According to Borrow (1983). Muti and Kochhar (1992) observed that students need information related to job opportunities, training opportunities and academic qualifications required. The discipline services deals with Educational information which deals with facts and knowledge relating to curriculum, syllabus, books, policies and programme, of schools, its rules and regulations, tradition of schools and co-curricular activities (Melbourn, 2002). Discipline services can help students to manage and understand this information. Braddock (2007), states the purpose of discipline in school is to improve academic performance, foster positive study attitude and habit, increase acquisition and application of conflict resolution and school dropout. This can only be achieved through information. Also, occupation information makes the discipline service informative motivational and evaluative and accepted as helpful for students. Collection, classification and dissemination of occupational information are therefore important to assist students in their vocational choices vocational planning and vocational placements. Furthermore, Educational information helps students to select appropriate subject combination base on their personality, interest and abilities or achievement, level of aspiration state of health and emotion Okeke (2003), information services are tailored towards equipping students with the necessary information of educational and vocational and personal social in order to be able to make wise decision about life. The information collected will assist the Discipline masters to determine whether or not the objectives of the programme have been achieved (Bulus, 1990).

Discipline masters also create awareness of, institution for further studies, and scholarship opportunities available for them. The information will include admission requirement, into national and foreign institution, programmes for job opportunities in company and enterprise and pressure demand in job markets (Nugent and Jones (2009). Career decision directly influence wellbeing in terms of self-esteem, job performance, life satisfaction and income (Slaten Baskin, 2014). Also career decision can potentially have extensive repercussion, as the failure to plan career decisions could adversely affect vocational future educational goals and psychological health (Ball Mann, & Stamm, 1994). The number of unemployment in the country is an indicator of how poor the school and University graduates career planning and understanding were handle Greenbank & Hepworth (2008) Therefore a good Career planning information is highly related to students understanding on the career itself Srivastava (2019). Han, 2019, Prescod et al. 2019). So, information that helps students determining the type of work and meeting the criteria so that the selected job is aligned with their potential (Pustaka, 2019).

Also on personal and social information (Jensen & Nutt 2016), holds that adolescence is a phase in which they are exposed to emotional and mental health problems because at this stage, they are hypersensitive to stress. (Sawyer et al. 2012) holds that it is an important period in life when the opportunity for good health and foundation for future pattern of adult health are established. To support the above view (Viner et al. 2012). holds that there is evidence that the health of adolescents is affected by social factors, safe and supportive families and schools, together with supportive peers are crucial in helping adolescents develop to their full potential and attain the best health in the transition to adulthood. Also Dacey & Kenny, (1997), holds the view that during developmental stage of adolescence young people face many stressful challenges that affects their academic performance. But (Frydenberg & Lewis, 2002., Patton & Noller, 1990), holds the view that when adolescence managed these challenges adaptively but others do not and are therefore at the risk adopting maladaptive responses to stress. According to (Mellin 2009), when adolescent do receive adequate care, meanwhile this is likely to have negative effects on their school performance, juvenile delinquency, and substance use, worse it may pose harm to other people as evidenced by Sandyhook, Virginia tech and other recent school shootings.

Social Constructivist Theory by Vygotsky (1978)

A Russian psychologist Vygotsky believed that every student has two stages of Skill Development. A level they can achieve by themselves, and a level they can achieve with the help of an experience teacher. The core idea in this theory that will be used in this work are Zone of Proximal development and Scaffolding. These two concepts will be used for student academic performance and counseling services. The zone of proximal is a concept often used in classroom to help secondary school students with skill development. it is also known as zone of potential development.

Therefore, Vygotsky allege that the distance between the actual development level of student as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Also, the idea of pairing instruction with student is known as Scaffolding. In the classroom a teacher uses instructional scaffolding of teaching to help students learn new skills. De Valentzuela (2006) rightly pointed out that cognitive development is seen not as unfolding in a biologically driven sequence, but emerging as a result of interaction within cultural and historical context. Also, Nsamenang & Tchombe (2011)- The zone of proximal is a central piece of Vygotsky's theory of constructivism.

Rogof (1990) claims that zone of proximal development (ZPD) is a situation in which some activity is leading learners beyond current level of functioning like play and work studies to improve achievement. Furthermore, Scaffolding concept can be applied in the classroom to a variety of subjects such as Language, Maths and Science. White Clark, Dicarlo & Gilchriest, 2008 "Assuming the role as a guide on the Side" requires teacher's to step off the stage, relinquish some of their power, and release the textbooks to allow their students to be actively engaged and take some responsibility of their own learning. Therefore, teachers can use Scaffolding by using techniques like modeling, solving mathematics and providing examples, working one-on-one with students using visual aids to improve academic performance. Also, Raymond (2000) supports the view that Scaffolding instruction as the role of a teacher and other knowledgeable persons in supporting the learner's development and providing support structure to get to the next stage or level to selected audience.

To support the view Tharp & Gallimere, (1998) draw allusion from the work of Builder on achievement. Builder use Scaffold to erect a building, gradually removing it as the building becomes self-supporting, eventually removing that support as the student are capable of performing independently. On the other hand, if a student is not at the reading level required to understand the content being taught in a subject, the teacher might use instructional Scaffolding to incrementally improve their reading ability until they can read the required text independently and without assistance.

The Social Constructivist theory of learning in the teaching of Secondary School students contribute to the improvement of achievement and development of thinking to academic performance.

Empirical Review

Oriented discipline and truant students 'academic performance

Ehigbor (2018), carried out a study titled "assessment of the effectiveness of school guidance services as perceived by secondary school principals" in Edo state, Nigeria. The study investigated the effectiveness of school guidance services as perceived by principals in Edo State, Nigeria. The study sought to examine secondary school principals' perception on the effectiveness of guidance services (orientation, appraisal, information and discipline services) and determine gender and school location differences in principals' perception of the effectiveness of discipline services in schools. The descriptive survey design was adopted for the study. A sample of 36 schools (1 rural and 1 urban) were drawn from public senior secondary schools in the study area using purposive random sampling. The instrument used for the collection of data was a self-developed questionnaire titled: "School Guidance Services Effectiveness Questionnaire (SOGSEQ)". The construct validity was ascertained by the Principal Component Analysis (PCA) while the Cronbach reliability alpha of the questionnaire yielded an overall index of 0.84. The descriptive statistics such as mean () and standard deviation (S.D) was used to analyze the research question 1 while the t-test for independent sample means was used to test the hypothesis at 0.05 alpha level. Results from the analysis showed that principals perceived orientation services to be the only effective guidance service in secondary schools in Edo State. Result further showed that there is a significant difference between rural and urban principals in their perception on the effectiveness of school guidance services (appraisal, information and discipline services) in secondary schools in Edo State. It is recommended that guidance Discipline masters in the secondary schools should realize that their guidance services should be such that will enable them to meet the needs of learners in schools. For this to be achieved, school heads, teachers, parents and the government must also be actively involved in providing their support for the delivery of the services when necessary.

Georgina, A., Ahema, T., Cynthia, S., and Jeff T., (2014) carried out a research entitled "orientation impact on performance of undergraduate students in universities Cape Coast-Ghana. This study therefore, focusses on finding out the impact of orientation on the academic performance of students. The descriptive survey design and multiple sampling procedure were used to select 250 level 200 students from the university. Data were collected primarily through questionnaires. The result revealed among other things that orientation programmes provide fresh students with good academic information regarding academic programme policies and regulation that enhances students learning. Also it came out that participation in orientation significant difference existed in the mean Cumulative Great Point Average (GPA) scores of students who participated in the 2012 orientation programme for fresh students and those who did not. Based on these findings, a recommendation was made for organizer to plan orientation programmes geared towards helping students to maximize learning.

RESEARCH METHOD

Research Design

The design used for this study was a mixed method design. This was because the approach was both quantitative and qualitative. A quantitative research is one in which it tries to bring out an understanding of the problem in terms of quantity. This means that it quantified the problem by way of generating numerical data or data that can be transformed into usable statistics. Qualitative research is used to get an in-depth understanding of the opinions, and reason of respondent. The research design is suitable for this work because the study involved seeking opinion of the students on the importance of didactics and discipline on truant student's academic performance

Area of the Study

The Buea Municipality in which the study was carried out is located in South West Region of Cameroon, Buea Municipality and the South West Regional Head quarter of Cameroon. Created on the 29th of June 1977 by presidential decree No: 77/203, Buea Municipality has a surface area of 87Sq km, 67 villages, four distinct identified urban space as per outlined criteria (Buea station, Soppo, Molyko/Mile 17 and Muea) it is of a highly complex community caught between a blend of urban, semi urban, rural and traditional settings. Buea municipality is bounded to the North by tropical forest on the slope of mount Cameroon (4100m above sea level).

Population of the Study

The target population of the study comprised of secondary school students and Discipline masters of both gender in four schools, Bilingual Grammar School, Molyko-Buea, Government High School Bokwaongo, Bishop Rogan College and Summerset Bilingual College with ages ranging from 15 years to 20 years.

Table 1: Population of the Study

Title	Schools Enrolment		
	Boys	Girls	Total
Government schools			
Bilingual Grammar School	2,274	3,187	5461
Government Bilingual High School Muea	48	125	173
Government High School Buea-Bokwaongo	754	1295	2049
Government High School Buea Town	632	937	1569
Government High School Great Soppo	168	303	471
Government High School Buea Royal	93	124	217
Government High School Bonjongo	37	42	79
Government High School Bomaka	2	3	5
Government High School Bolifamba	2	2	4
Government Secondary School Bwiyuku	91	119	210
Government Secondary School Dibanda	15	35	50
Sub-total	4116	6152	10268
Confessional Schools			
Baptist High School Buea	196	294	490
Bishop Jules Peters Buea	84	134	218
Bishop Rogan College Buea	280	0	280
Our Lady of Mount Camel	17	26	43
Presbyterian Comprehensive High Buea	250	369	619
ST. Joseph College Buea	195	0	195
Baptist Comprehensive College Buea	198	125	323
Sub-total	1220	948	2168
Lay Private Schools			
Nabest Comprehensive College Buea	208	316	524
Holy Child Comprehensive College Buea	68	70	138
St. Theresia In't Secondary School Buea	170	154	324
Summerset Bilingual High School Buea	189	322	511
Mantho Bilingual College Buea	84	100	184
Sub-total	890	1208	2098
Grand Total	6226	8303	14,534

Source: Divisional Delegation of Secondary Education for Fako-Division (2021)

Target Population

The target population of this study was made up of all students from the four selected schools.

Table 2: Target Population of the Study

S/N	Name of Schools	Target Population	Accessible Population		Sample population	
			Discipline masters	Students	Discipline masters	Students
1	Government High School Bokwango-Buea	2,049	2	2,049	1	50
2	Bishop Rogan College Buea	280	1	280	1	40
3	Summerset Bilingual College Buea	511	1	49	1	40
4	Bilingual Grammar School Buea	2,274	5	2,274	1	50
Total		4,652	9	4,652	4	180

Source: Divisional Delegation of Secondary Education for Fako-Division (2021)

Table 3: Showing the Descriptive Analysis of Demographic Information

Variable	Sub Variable	Frequency	Percentage
Name of School	G.H.S Buea Bokwoango	50	27.8
	Bishop Rogan College	40	22.2
	Summerset Bilingual College	40	22.2
	B.G.S Molyko Buea	50	27.8
Gender	Male	81	45.0
	Female	99	55.0
Age range	12 – 15	43	23.9
	16 – 16	121	67.2
	20 – 22	15	8.3
	23+	1	0.6

The table above shows that 180 respondents, 50 (27.8%) were from G.H.S Buea-Bokwoango and B.G.S Molyko-Buea, while 40 (22.2%) were from Bishop Rogan College Soppo-Buea and Summerst Bilingual College Buea.

Sample and sampling technique

The sampling random sampling technique was used to select the sample. Simple random sampling was one in which each member in the sample has equal chance of being selected. A ballot method of selection was carried out to determined students who will participate. Following the rules of ballot, the student who picked yes was eligible. This was done to give the students equal chances to participate in the study.

The demographic characteristics of respondents included students Of form three to upper sixth. The researcher worked with both male and female students so as to avoid gender bias.

Instrument for Data collection

Two instruments were used for the data collections in the study. These include a structured

questionnaire for the students and an interview guide for counselors.

Questionnaire for students

The scale used for the study was developed by the researcher with the aid of literature. The scale matched with the variables under study and answered the research questions.

The questionnaire was closed ended and required the respondent to select an option (Strongly Agree, Agree, Disagree, Strongly Disagree) that best suit their school condition and it was made up of five sections that is, A-E. A total of 180 questionnaires were administered. Section A was made up of demographic information and section B, C, D and E were measuring the main research variables. The questionnaire was developed on a four point modified Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Validity of Instrument

Face Validity

To ensure face validity of the instrument the researcher presented the questionnaire and interview guide to the supervisor who scrutinized the items checking the clarity and appropriateness of language and clarity. The correction was effected and re-constructed where the supervisor accepted the questionnaire and interview guide were considered to have attained face validity.

Content Validity

To evaluate the content validity of the instrument, the researcher scrutinized the questionnaire and interview guide and handed them to the supervisor to check if the relevance of the items were objectives of the study.

Construct validity

The researcher simultaneously defines some construct and develop the instrumentation to measure them like discipline service, orientation service, information service, placement service and follow-up service. After checking the content, the supervisor asked the researcher to make the questionnaire and interview item elaborate. The questionnaire was also given to experts who were verse with to test the construct. The validity index was calculated per test item. Most of the items had the validity based on the different judges. This was calculated using the formula;

$$CVI = \frac{\text{Number of judges that declared item valid}}{\text{Total number of judges}}$$

This was presented to the research supervisor who modified them. The corrections were effected and confirmed by the research supervisor who gave the researcher the permission to go to the field for administration of instruments.

Reliability

The test-retest method was conducted for the study. The test-retest method involved administering the same test twice to the same group after a certain time interval has elapsed. It showed the level of achievement and internal consistence of instrument over time.

Method of Administration

The researcher was given an authorization letter signed by the Head of Department (HOD) of Educational Psychology to enable her have access to the various schools in Buea Municipality for findings. The researcher took permission from the various school's head (principals) before administering questionnaire and interview in their respective schools. The researcher guided the students on the questions which had close ended questions based on the Likert scale.

DATA ANALYSIS AND FINDINGS

Introduction

The study generally sets out to investigate the influence of didactics and discipline on truant students academic performance in Fako

Section B: Research Question One: To what extent do oriented discipline impact truant students academic performance of some selected secondary school students in Fako?

Items	Respondents Option							
	A	%	SA	%	D	%	SD	%
Orientation information is shared to us properly during our counseling services.	67	37.22	53	29.44	39	21.66	21	11.66
After orientation, our counselor follows up to get feedback on any changes.	70	38.88	50	27.77	32	17.77	28	15.55
The Discipline masters are very supportive during orientation.	71	39.44	49	27.22	37	20.55	23	12.77
Firsthand information about the school helps me to become wiser given at the beginning of the school year.	65	36.11	55	30.55	48	26.66	12	6.66
Orientation gives me knowledge on time management and punctuality.	80	44.44	40	22.22	35	19.44	25	13.88
The knowledge gotten from orientation services have improve my hygiene and sanitation.	61	33.88	59	32.77	43	23.88	17	9.44
Mean Total	69	38.3	51	28.3	39	21.6	21	11.8

From the above table, Research Question One, to investigation what extent do orientation services impact academic performance of secondary school students in Buea municipality? According to Research question one, item one, Orientation information is shared to us properly during our counseling services, majority of the respondents 67(37.2%) Strongly Agreed to the fact that orientation information is shared to us properly during our counseling services, 53(29.4) Agreed to the same fact that Orientation information is shared to us properly during our counseling services while 39(21.6%) of the respondents Disagreed to the fact that Orientation information is shared to us properly during our counseling services and lastly 21(11.6) Strongly Disagreed to the same fact that Orientation information is shared to us properly during our counseling services.

According to item two, after orientation, our counselor follows up to get feedback on any changes, majority of the respondents Strongly Agreed 70(38.8%) to the fact that after orientation, our counselor follows up to get feedback on any changes, 50(27.7%) Agreed to the same fact that, after orientation, our counselor follows up to get feedback on any changes while just minority of the respondents 32(17.7%) Disagreed to the fact that, after orientation, our counselor follows up to get feedback on any changes and lastly 28(15.5%) Strongly disagreed to the same fact that after orientation, our counselor follows up to get feedback on any changes.

According to research question item three, the Discipline masters are very supportive during orientation. Majority of the respondents 71(39.44%) Strongly agreed to the fact that the Discipline masters are very supportive during orientation and 49(29.2%) Agreed to the same fact that while minority of the respondents 37(20.5%) Disagreed to the fact that, the Discipline masters are very supportive during orientation and lastly 23(12.7%), strongly disagreed to the fact that the Discipline masters are very supportive during orientation.

According to research question one, item four, firsthand information about the school helps me to become wiser given at the beginning of the school year, majority of the respondents strongly agreed 65(36.1%) to the fact that Firsthand information about the school helps me to become wiser given at

the beginning of the school year and 55(30.5%) of the respondents Agreed to the same fact and while minority of the respondents Disagreed to the fact that firsthand information about the school helps me to become wiser given at the beginning of the school year and lastly 25(13.8%) Strongly disagreed to the same fact that firsthand information about the school helps me to become wiser given at the beginning of the school year.

Furthermore, according to research question one, item five; orientation gives me knowledge on time management and punctuality. Majority of the respondents 80(44.4%) strongly agreed to the fact that orientation gives me knowledge on time management and punctuality and 40(22.2%) agreed to the same fact while minority of the respondent 35(19.4%) Disagreed to the fact that orientation gives me knowledge on time management and punctuality and lastly 25(13.8%) Strongly disagreed to the same fact that orientation gives me knowledge on time management and punctuality. Lastly according to research question one, item six, the knowledge gotten from orientation services have improve my hygiene and sanitation, majority of the respondents 69(38.3%) Strongly agreed to the fact that the knowledge gotten from orientation services have improve my hygiene and sanitation and 51(28.3%) agreed to the same fact while minority of the respondents 39(216%) Disagreed to the fact that, the knowledge gotten from orientation services has improved my hygiene and sanitation and lastly 21(11.8%) strongly disagreed to the same fact

Table 4: Dadaistic Oriented discipline and truant students academic performance

Item	\bar{X}	S	Dec
1. Orientation information is shared to us properly during our counseling services.	3.09	0.80	A
2. After orientation, our counselor follows up to get feedback on any changes.	2.89	0.92	A
3. The Discipline masters are very supportive during orientation.	2.97	0.84	A
4. Firsthand information about the school helps me to become wiser given at the beginning of the school year.	3.14	0.80	A
5. Orientation gives me knowledge on time management and punctuality.	3.49	0.67	A
6. The knowledge gotten from orientation services have improve my hygiene and sanitation.	3.08	0.77	A
MRS	3.11	0.80	A

The data analyses in the table above shows that orientation information is shared to students properly during their counseling services; after orientation counselor follows up to get feedback on any changes; and the Discipline masters are very supportive during orientation. Firsthand information about the school helps them to become wiser given at the beginning of the school year; orientation gives them knowledge on time management and punctuality; and the knowledge gotten from orientation services improve their hygiene and sanitation. Conclusively, orientation services have a great impact on academic performance of secondary school students in Buea municipality in the South West Region of Cameroon ($\bar{X} = 3.11 \pm 0.80$).

Ho₁: There is no significance relationship between didactic oriented discipline and truant students' academic performance of some secondary school in Fako

Table 5: Relationship between oriented discipline and truant students’ academic performance

			Orientation services	Students’ academic performance
Spearman's rho	Orientation services	Correlation Coefficient	1.000	.312**
		Sig. (2-tailed)	.	.000
		N	180	180
	Students’ academic performance	Correlation Coefficient	.312**	1.000
		Sig. (2-tailed)	.000	.
		N	180	180

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

The data analysed in the table above shows that the null hypothesis was rejected and the alternative hypothesis retained. It was therefore concluded that there is a linear significance relationship between orientation services and academic performance of secondary school students in Buea municipality in the South West Region of Cameroon ($r = 0.312^{**}$). This implies that as orientation services improve, academic services may also improve in the Region.

Research Question Two: To examine the effect of guidance and truant students academic performance in some secondary schools in Fako.

Items	Respondents Option							
	A	%	SA	%	D	%	SD	%
Guidance Discipline masters provide us with sufficient information for academic guidance.	63	35	57	31.66	41	22.77	19	10.55
Information on different professional career opportunities is always available to us.	85	47.22	35	19.44	33	18.33	27	15
Guidance Discipline masters use diverse media in making career information available to us.	77	42.77	43	23.88	39	21.66	21	11.66
There are internet services available to improve on availability of career information in schools.	65	36.11	55	30.55	46	25.55	14	7.77
Changes in ICTs environment and resources affect my information seeking behavior.	70	38.88	50	27.77	40	22.22	20	11.11
Our library professionals understand information seeking behaviors of users, they give us direction on how to search information effectively	69	36.11	51	23.88	43	21.66	17	11.66
Mean Total	71	39.7	48	26.6	40	22.2	20	11.1

From the above table, Research Question Two, to examine the effect information services on academic performance in some secondary schools in Buea Municipality? According to Research question tow, item one to six, Majority of the respondents 71(39.7%) Strongly Agreed to the fact that information services improves academic performance in some secondary schools in Buea Municipality and 48(26.6%) of the respondents Agreed to the fact that information services improves academic performance in some secondary schools in Buea Municipality and while minority of the respondents 40(22.2) disagreed to the fact and lastly 20(11.1%) of the respondents strongly disagreed

Table 7: Information services and academic performance

Item	\bar{X}	S	Dec
7. Guidance Discipline masters provide us with sufficient information for academic guidance.	3.33	0.68	A
8. Information on different professional career opportunities is always available to us.	2.78	0.93	A
9. Guidance Discipline masters use diverse media in making career information available to us.	2.30	0.92	D
10. There are internet services available to improve on availability of career information in schools.	2.42	1.02	D
11. Changes in ICTs environment and resources affect my information seeking behavior.	2.47	0.94	D
12. Our library professionals understand information seeking behaviors of users, they give us direction on how to search information effectively.	2.36	1.03	D
MRS	2.61	0.92	A

The data analysed in the table above shows that guidance Discipline masters provide students with sufficient information for academic guidance; Information on different professional career opportunities is always available to them; though a majority of the Discipline masters do not use diverse media in making career information available to students. The internet services are not available to improve on availability of career information in schools; Changes in ICTs, environment and resources have little effect to their information seeking behavior; and most of their library professionals do not understand information seeking behaviors of users, do not give them direction on how to search information effectively. Conclusively, information services have a great impact on academic performance of secondary school students in Buea municipality in the South West Region of Cameroon ($\bar{X} = 2.61 \pm 0.92$).

Ho₂: There is no significance relationship between guidance and truant students’ academic performance of some secondary school in Buea Municipality.

Table 8: Relationship between guidance and truant students’ academic performance

		Guidance	Truant students’ academic performance
Spearman's rho	Information services	Correlation Coefficient	1.000
		Sig. (2-tailed)	.225**
		N	180
	Students’ academic performance	Correlation Coefficient	.225**
		Sig. (2-tailed)	.002
		N	180

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

The data analysed in the table above shows that the null hypothesis was rejected and the alternative hypothesis retained. It was therefore concluded that there is a linear significance relationship between information services and academic performance of secondary school students in Buea municipality in the South West Region of Cameroon ($r = 0.225^{**}$). This implies that as information services improve, academic services may also improve in the Region.

DISCUSSIONS, OF FINDINGS

Introduction

This study was undertaken to stimulate critical discussion on the influence of counseling service on secondary school student academic Performance in Buea Municipality.

From the above finding of this work the conclusion, implication and the recommendations of the work was based on the various research hypotheses used above.

Discussions of Findings

The Role of Oriented discipline on Truant Students' Academic Performance in Fako

The findings of the present study revealed that orientation services play a great role in influencing the academic performance of secondary school students. This finding can be confirmed by the responses given by students that firsthand information about the school helps them to become wiser given at the school year.

Also Discipline masters responded affirmatively that they carry out orientation service at the beginning of the school year to help the students adapt to the school climate and environment. This is done through one on one or group disciplinarians

This finding is supported by Olumremi, Esere, Omotosho & Eweni (2010). That orientation helps secondary school students to adjust when admitted newly into secondary school because the feel socially and psychologically lost in the new environment. This result is also backed by (Fidler & Hunter, 1988 Perigo & uncraft, (1989). Who opined that orientation and freshmen seminar were found to be the most effective student's programs to assist new college students.

Furthermore, empirical finding by Georgina A. Ahema, T.Cynthia,S, and Jeff T,(2014)supports the view that Orientation service had a positive impact on academic support of students. The result revealed among other things that Orientation programmed provide fresh students with good academic information regarding academic performance policies and regulation that enhances students learning.

Moreso, the finding is also confirmed by Social Constructivist theory by Lev Vygotsky (1978), teachers and more knowledgeable apply the zone of proximal development and Scaffolding to improve the academic Performance. Also Discipline masters who are significance persons to students bridge the gap through talking therapy in one on one or group Counseling.

Guidance and Truant student' Academic Performance.

The result obtained from this study affirmed that Counselor provide adequate and relevant information to assist students improve in their academic performance. They also provide information about higher institution that is information that motivate students to work harder in other to achieved their goals. In addition, students are provided with career information and what requires of them to attain professional opportunities. Based on literature in chapter two Milbourn (2002). affirmed that counseling information service deal with Educational information which deals with facts and knowledge relating to Curriculum, syllabus, books, policies and programmed of schools, its rules and regulation, tradition of schools and co-curricular activities. Therefore, Braddock (2007). supports the view that that Discipline services can help students to manage and understand this information. This is in line with Okeke (2003) who Opined that information service are tailored towards equipping students with the necessary information of educational and Vocational and personal –social in order to be able to make wise decision about life.

Furthermore, empirical study conducted by Ida (2016) affirmed that students from secondary school with libraries and enough materials were observed to perform better than student who do not have enough information. Also the information which is given encourages learning habits and strengthen student study skills which leadss to improvement of students' academic performance,

Recommendations

According to the results in research question one, to what extent does an orientation service impact academic performance of secondary school students in Buea Municipality, majority of the respondent affirmed to the fact that orientation services improves students' academic performance, thus it is recommended that, principals and Educational stakeholders should reinforced the implementation of orientation services in to all secondary schools in Buea Municipality.

Again, according to the results of research question two, to what extent does information services impact academic performance, here majority of the respondents still accept to the fact that information services improves students' academic performance, thus it is also recommended that, information services should be found in the respective secondary schools in Buea Municipality

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