Students’ Discipline a Product of Parents’ Involvement: A Case of Community Secondary Schools in Local Government Authorities in Tanzania

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Abstract

Parents’ involvement in management of students’ discipline is crucial for the improvement of education delivery and education management. This paper investigates the involvement of parents in managing students’ discipline in community secondary schools in Dodoma city, Tanzania. The paper employs both qualitative and quantitative approaches to collect and analyze data from parents, heads of schools, head prefects, and ward education officers of the community secondary schools. The data collection methods were survey, focus group discussions, and interviews. The paper finds that parents’ involvement in discipline management is moderate and challenged by various factors such as lack of trust, communication, and collaboration between parents and school management. The paper also identifies some strategies used by school management to involve parents in discipline management, such as forming parent committees, sharing information, and creating conducive school environment. The study recommends policy review so that to accommodate opinions of parents, community, and other education stakeholders in formulating practical, and implementable policy that will combat indiscipline matters in community schools

Key words: Students’ discipline, Involvement, Community schools, Local Government Authorities

Introduction

Parental involvement in education is central in managing students’ discipline in school to improve behaviour and ultimately academic performance (Sunbal & Jabeen, 2021). However, the ways in which parents are involved in school affairs including management of students’ discipline has not yielded expected results. Students’ discipline is an essential component for successful completion of school, and good academic performance (Kadama, 2016; Sheldon & Epstein, 2015; Tekin, 2014; Yahaya, Jamaludin, Hashim, & Ibrahim, 2009). Researchers establish that parents’ involvement in managing students discipline has positive effects in promoting good behaviour, and academic achievement of students (Nyembeke, 2016; Charamba, 2016; Lutwa, 2014).
According to Tanzanian “Head of the School Guide manual of 2009”, the heads of the school are directed to involve parents in managing discipline of the students. This makes it a requirement for both teachers, and parents to mould learners’ behaviour not only for the successful completion of school but also to prepare them become good citizens who can contribute to the development of society (Ouma, Simatwa, Enose, & Serem, 2013). In the light of these facts, then management of students’ discipline is a holistic approach which requires efforts of both, parents and school administrators.

Students’ discipline may be defined by several factors but the current study considered only students’ punctuality, classroom attendance, dressing code, respect to the school authority and completion of school assignments (Certin and Taskin, 2016; Lukman and Hamadi, 2014). In community secondary schools, it has been argued that parent involvement has greater impact on students’ behaviour and academic performance (Nyembeke, 2016). This is due to the fact that majority of Community secondary schools in Tanzania are day schools which allow students to go back home after the school hours, and enable parents to have more time to spend with their children especially after school hours, during weekend, and vocations. However, this situation requires schools’ and parents’ commitment to collaborate to impart social values, and morals which will help students to behave well, and therefore achieve their educational goals (Ali, Dada & Isiaka, 2014).

According to Clinton & Hattie (2013), parental involvement is defined as a situation where parents are directly engaged in the education of their children. Clinton & Hattie (2013) further postulate that parents’ involvement mean the act of the parents taking part in the learning process of their children while fulfilling their duties. The parents make sure that students are supported in the learning process as much as they possibly can (Sunbal & Jabeen, 2021). In addition, Pinantoan (2013), and Clinton & Hattie (2013) argue that parent involvement does not just stand for parent enquiring about the performance of their children at school. Thus, parents’ involvement in managing children’s discipline means their active participation in school matters especially those which have to do with direct disciplinary matters of students.

The significance impact of involving parents and community in school management has been emphasized worldwide. Scholars (Yahya, Jamaludin, Hashim & Ibrahim, 2009; Brosio, 2014; Tekin, 2014; Sheldon & Epstein, 2015; Bush, 2016) in the United Kingdom, United State of America, and Asia noted that the parent and community involvement in school affairs helped to improve education delivery as well as students’ academic performance. It is also maintained that parents impart good behaviour by directing students’ attention to academic issues rather than fruitless behaviour which would affect their education outcomes and later their future life (Sunbal & Jabeen, 2021). Besides,
Wanja (2014) added that when parents show commitment in discipline matters pertaining to students in collaboration with the school management, students become responsible for their own behaviour and therefore, develop self-discipline that leads to an increase of their learning efforts which in the end improve their academic performance.

Moreover, Charamba (2016) and Lutwa (2014) explain that in most African countries, parents and community involvement in school affairs has been observed in activities such as tracing students’ attendance, assisting in the completion of school assignment, and promoting the students behaviour both at home and school. Also, parents’ involvement in education management had been observed in matters pertaining to contributions of resources to school both monetary and materials (Cooksey & Kikula, 2005; Daba, 2010; Kisumbe et al., 2014), planning process (Seni, 2008; Masue 2014), decision making (Masue, 2014) and implementation of plans (Mkatakona, 2014; John, 2015).

In the context of Tanzania, Masabo, Muchopa, & Kuoth (2017) revealed that the behaviour, and actions portrayed by parents, plays a vital role in influencing children’s learning as well as improving their academic performance and overall behaviour. In addition, Yaghambe (2013) and Nyembeke (2016) postulated that family involvement in managing students’ discipline helps schools create safe environment for teaching and learning and thus improve the performance of students and schools in general. Further, Yaghambe (2013) put forward that school principals who involve parents in managing students’ discipline are likely to have higher students’ discipline level compared to schools where parents are not involved. Moreover, the studies by Kambuga, 2017; Simuforosa & Rosemary (2014) noted low parents’ involvement in school management may result into increase of indiscipline cases such as truancy, alcoholism, unacceptable sexual relationships, violation of dressing code and lack of respect to the school authority. Thus, parents’ involvement is considered as an essential component for effective school management for better schools’ academic performance (Gaba, 2010; Masue, 2014).

The call for parents and community involvement in service delivery under the Local Government Authorities in Tanzania has its foundation in the constitution Tanzania Article 146, policies and acts. The government of Tanzania through Education Acts and Head of the School Guide manual directed the schools’ managements and LGAs to involve the communities and parents in management of education at a school level. The Tanzania Education Act No. 25 of 1978 and amendment made in section 353 of 2002 and current amendment made in Education Act No. 1 of 2018 provides a guideline of the active involvement of parents in school management through the formulation of the school governing Boards (SGBs). With this act parents, who are members of the school board,
have the power to discuss and decide on issues related to the discipline of the students. Also Heads of the school guide manual direct all heads of school to formulate school discipline committee which deals with indiscipline matters of the students and have power to summon parents to discuss and decide on the indiscipline issues of their children. The government efforts to include parents in the established school governing boards and school discipline committee makes them assume equal responsibility with the school management when it comes to managing discipline of the students.

Most of the previous studies in this context have focused on parental involvement in general, without a specific focus on community secondary schools, which have unique challenges and opportunities due to their proximity to parents and community (Seni & Onyango, 2021; Masabo, Muchopa, & Kuoth, 2017; Nyembeke, 2016). This study also argues that most of the previous studies have not examined the extent and strategies of parental involvement in discipline management, and how they affect students’ behaviour in Tanzania (Edward, Ndijuye, & Shukia, 2022; Masabo, Muchopa, & Kuoth 2017). Thus, there is inadequacy of studies on students’ discipline and parental involvement in the community secondary schools under the Local Government Authorities (LGAs) in Tanzania. A study on parent involvement and students discipline is important in creating a safe and conducive learning environment among community schools under the LGAs in Tanzania. Therefore, this paper aims to provide empirical evidence from Dodoma city, which is one of the fastest growing urban areas and LGAs in Tanzania.

**Main Objective of the Study**

Being the overriding objective, the focus of the main objective of this study was to investigate the involvement of parents in school management in managing discipline of the students in community secondary schools.

**Specific objective**

The study achieved the following specific objectives

To examine the extent school management, involve parents in managing students’ discipline in community secondary schools.

To identify strategies used by the school management in involving parents in managing students’ discipline.

**Theoretical review**

The study employed school-family-community partnership theory developed by Joyce L. Epstein in 1995. The Epstein’s theory assumes that the learner is located at the centre as the main actor whereby parents, community and school teachers should create facilitating environment for learners to do their best in education
and the overall behaviour. Epstein (1995) further adds that when children feel cared, they are encouraged to work hard in their daily school activities such as learning to read, write, calculate and maintain good behaviour. To strengthen parental involvement, Joyce L. Epstein in 1995 developed six parental involvement activities which help teachers and parents to establish strong collaboration in dealing with discipline of the students and create conducive learning environment. The involvement activities include:

- Parenting: families are to provide health and safety of children and create a home environment that encourages learning and good behaviour in school and home.
- Communicating: schools should create mechanisms for reaching families and provide them with information about school and students’ progress.
- Volunteering: parents can make considerable assistance to the school and schools can benefit from this partnership by creating flexible schedules which will allow more parents to participate by collaborating with the school.
- Learning at home: parents can help their children in school related activities at home such as completion of school assignment.
- Decision-making: schools can give parents meaningful roles in the school decision-making process by give equal opportunity to all parents not just those who have the most time and energy to spend on school affairs.
- Collaboration with the Community: schools should coordinate the work and resources of the community to strengthen school programmers, family practices, student learning and development (Epstein, 1995).

Epstein (2001, 2008) contend that there are many rationales for developing and establishing a partnership between school, family and community. The major reason for school, family and community partnership is to give support to students in succeeding at school. Moreover, other reasons include improving school climate and school programs such as teaching and learning, developing parental skills, and leadership for raising children with good behaviour, supporting families in linking with the school and the community, and helping school administrators and teachers in the midst of their jobs. All these motives call attention to the significance of parents doing a grand responsibility in their children’s education and harnessing a strong and positive sustainable relationship with schools. Uzoechina, Oguegbu, Akachukwu, & Nwasor (2015) support this view by assert that a school where there is good partnership between parents and teachers, there is likely low dropout rate, good attendance, obedience to the school rules and regulations and good academic performance. It is in this regard the study intends to assess how the school administrators involve parents in managing students’ discipline in community secondary schools.
Empirical studies

In order to anchor the study on a solid ground, empirical literature have been reviewed in the course of understanding what previously have been done by others scholars, and how this study manages to bridge the gap on the existing body of knowledge. The study investigated on parents’ involvement in managing students’ discipline. The family partnership theory emphasizes on the importance of strong collaboration between teachers, parents and community in influencing the students’ behavior and academic achievement. The theory proposed six partnership activities which helped to create a strong cooperation among parents’ teachers and community to promote students’ academic achievement.

On the other hand, studies from developed, and developing countries, shows that involvement of parents in education activities of their children has greater impact to the academic achievement of their children, though effective involvement of parents in managing students’ discipline is still questionable. Studies from developed countries for example in USA by (McNeal, 2014; Tekin, 2014; Yamamoto et al., 2016) reveal that involvement of parents in the academic activities of their children holds little promise due to lack of specificity such as clear strategies, and specific aspect in which parents are involved in managing students’ discipline which lead to the inconsistency in the expected outcome.

Similarly, studies from developing countries reveal that involvement of parents in managing students’ discipline lead to better education performance. Studies from Africa for example, in Mauritius by Jinot (2018) in Kenya by Wanja (2014), Nigeria by Temitayo et al. (2013) in Tanzania by Kadama (2016) reveal that parents have greater influence in managing students discipline although there have been no sufficient involvement of parents in school management in managing discipline of the students something which resulted to the increase of indiscipline cases such as high dropout, truancy, drug abuse, alcoholism and sex relation among others. Most of the cited studies focused on parents’ involvement of students’ discipline in general without a specific focus to the community secondary school. Therefore, this study attempted to fill the gap of knowledge by assessing the extent in which parents are involved in managing students’ discipline by examine the aspect in which school management involve parents and the strategies school management use to involve parents in managing students’ discipline in community secondary schools specifically in Dodoma City.
Methods and Material

This research employed qualitative, and quantitative approaches simply broaden the understanding of the phenomena. Traditionally, both qualitative and quantitative approaches qualify each other, and provide a comprehensive ground for a better apprehension of the problem under the study (Tashakkori, Teddlie & Teddlie, 1998). Basing on the realm of the study, pragmatism philosophy was used. Pragmatism is generally regarded as the philosophical partner of the mixed methods approach (Johnson and Onwuegbuzie 2004; Pham, 2018). It provides a set of assumptions about knowledge and enquiry that underpins the mixed methods approach and distinguishes the approach from purely quantitative approaches that are based on a philosophy of positivism and purely qualitative approaches that are based on a philosophy of interpretivism (Denscombe, 2010).

The study was conducted in Dodoma City which is the new capital city for Tanzania. The choice of Dodoma was influenced by the transfer of the government activities and ministries including the ministry of education from Dar Es Salaam to Dodoma city in 2016 (Msacky et al., 2017). Also, the study collected quantitative data from the parents while qualitative data were collected from heads of schools, head prefects and wards education officers of the community secondary schools. The survey method was used to collect quantitative data. Then, the data from heads of schools and students were collected using focus group discussion. Similarly, interview method collected data from the ward education officer.

Thus, in order to gather the required information from Dodoma city, the study considered sampling procedures crucial by undertaking probability, and non-probability sampling procedures in sampling informants for qualitative data and respondents for quantitative data of the study. The formula by Yamane 1967 was applied to compute for the sample from population of parents. Then, heads of community secondary, head prefects of the community secondary schools and ward education officers were purposively selected to the study. Consequently, a total of 100 parents, 30 head of schools, 25 students, and 5 ward education officers were approached to provide evidence based experience on the involvement of parents in the management of students’ discipline. The quantitative data were descriptively analyzed using frequency and percent of the different aspects of parents’ involvement in discipline management. Also, the qualitative data were summarized, and organized following the research objectives and questions, then codes were developed, for the related as well as similar responses, then they were put together to form themes and sub themes for further meaning.

Results and Discussion

This section presents research findings’ regarding the parents’ involvement in school
management in managing students’ discipline in community secondary schools in Dodoma city, Tanzania. The section presents the analysis and discussion of the research findings. The findings were obtained from parents of students, heads of community secondary schools, head prefects, and wards education officers. Thus, the findings of this study presents a number of practical implications. First, our findings suggest that parents’ involvement in management of students’ discipline is crucial for the improvement of education delivery and education management. The parent involvement in discipline management is very important since they are the ones in proximity to students simply because they understand better their environment, norms, and traditions which might in one way or another influence student behaviour. These findings may also help governments, and education officers, establish strategies and policies which would enhance the involvement of parents.

**Demographic characteristics of respondents**

Demographic information provides a panoramic perspective of those were involved in the study. It is predominant segment of the research from which the originality of the study is barely tested. Regarding sex of respondents, the study reveals that, surveyed female teachers were more than male teachers in the secondary schools in Dodoma City. In addition to that, also results depict that female parents were more than male parents. In terms of age, teachers’ age was concentrated between 25-45 years while of parents between 36-60 years with mean average of 28 years, and 39 years respectively. Moreover, the study found that most of head of community secondary schools in Dodoma city had over ten years teaching experience followed by those with 6-10 years of experience. The quantitative data are in line with education officers views that one of the criteria required for one to be appointed head of the school including a working experience of no less than five years.

**Table 1. Demographic characteristics**

<table>
<thead>
<tr>
<th>Demographic characteristic</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>F 30</td>
<td>F 10</td>
</tr>
<tr>
<td>Female</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-35 Years</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>58</td>
<td>14</td>
</tr>
<tr>
<td>46-60 Years</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>60+ Years</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
Regarding education, the findings in Table 1 depicted that most heads of community secondary schools possessed bachelor degree level of education followed by those who held diploma education and only one had masters’ degree. According to the ward education officers bachelor degree in education is another requirement for one to become head of school. It was added a teacher with diploma level of education may only act as head of school for a certain period of time under special circumstance. On the other hand, most parents possessed primary school education followed by those who had secondary school education. Also, a significant number of parents reported to have no formal education. With respect to occupation of parents, it was found that most parents were entrepreneurs, and a notable number were employed in private and public sector alike.

**The parents’ involvement in managing students’ discipline**

This was one of the specific objectives of this study, and was established to examine the extent school management involve parents in managing students’ discipline in community secondary schools in Dodoma city. The results of this objective in Table 2 shows that schools management had demonstrated moderate level of involving parents in management of students’ discipline in Dodoma city schools. However, teachers’ opinion and students’ opinions show that parents’ involvement is moderate to high. Thus, the actual findings from this objective indicates that 42% of surveyed parents were happy to report that school management devoted their time to discuss with parents and students regarding their behaviour and urge them to stop misbehaving. In this case, the results imply that parents’ involvement by school management was moderate. However, on
the other hand 46.0% of surveyed parents were not happy to report that school management did not devote their time to discuss with parents, and their children ‘students’ on behavioral matters which would help students to behave in acceptable manner.

During focus group discussion with head prefects, the study was informed that school management rarely involves parents in issues concerning their children’s behaviour. The interview with the ward education officers informed the study that, heads of schools sometimes do not involve parents in issues of discipline of their children until it is too late. Also, the ward education officers added that the parents have a bad habit of leaving everything to teachers when children start attending school. As a result, they blame each other.

<table>
<thead>
<tr>
<th>Indicator/parameter</th>
<th>SDA N(%)</th>
<th>DA N(%)</th>
<th>NT N(%)</th>
<th>AG N(%)</th>
<th>SA N(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss acceptable behaviour</td>
<td>5</td>
<td>41</td>
<td>13</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>2 Monitor student’s timetable in and out of school</td>
<td>13</td>
<td>40</td>
<td>2</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>3 Track students’ attendance and notify school management</td>
<td>4</td>
<td>31</td>
<td>8</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>4 Asses behaviour of children and know their friends</td>
<td>8</td>
<td>40</td>
<td>8</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>5 Attend school meeting related to discipline</td>
<td>4</td>
<td>62</td>
<td>4</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>6 Follow-up on students’ behaviour</td>
<td>3</td>
<td>51</td>
<td>16</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>7 Support school disciplinary measures</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>8 Inspect children’s room and school bags</td>
<td>8</td>
<td>72</td>
<td>4</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>9 Punish and reward behaviour displayed by children</td>
<td>9</td>
<td>24</td>
<td>8</td>
<td>53</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Field Data 2020

Further, in case of monitoring students’ timetable in and out of the school, 59.0% of surveyed parents disagreed to be involved in monitoring students’ timetable in and out of the school. Among them, 40 (40.0%) disagreed and 19 (19.0%) strongly disagreed to be involved in monitoring students’ timetable in and out of the school. In addition, 23 (23.0%) agreed and 16 (16.0%) strongly agreed to be involved in monitoring students’ timetable in and out of the school. This assertion was also supported by heads prefects of the community secondary schools that the students are involved in activities of school time table of which
parents are not aware about. The prefects added that they are involved in extracurricular activities after school hours and even during weekend without informing parents. One head prefect had this to say:

“Teachers had been involving us in school activities and responsibilities without following the normal procedures that we had been using for years including informing parents of the task/event. Lack of information make us arrive home late. Some students use this lack information to parents as an opportunity to do other evil things such as sex, drink alcohol or to smoke cigarette or marijuana” (Focus Group Discussion, April, 2023)

Furthermore, findings in Table 2 revealed that majority of parents 57 (57%) agreed (48% agreed and 9% strongly agreed) that they are involved by school management in tracking student’s attendances by making sure that students go to school every school day. The findings are also backed by the head prefects who added that in case of absent from school, the parents notify the class teacher. Similarly, the findings show that the parents may visit school to make sure their children attend school. On the other hand, 35 (35%) of parents disagreed to be involved by school management in tracking student’s attendances by making sure that students go to school every school day and notify the class teacher in case a student do not go to school. Among them 4 (4%) strongly disagreed and 31 (31%) disagreed.

With regard to parents’ involvement in assessing the behaviour of their children and know their friends, the findings in Table 2 revealed that majority of parents 48 (48%) disagreed that they were involved in assessing the behaviour of their children and know their friends. Among them 40 (40%) disagreed and 8 (8%) strongly disagreed. On the contrary, 28 (28%) and 16 (16%) of parents agreed and strongly agreed that school management involved them to assess the behaviour of their children and knowing their friends. Therefore, this study has found that many parents were not involved in assessing the behaviour of their children and knowing their friends. Watson & Bogotch (2015) concur with the findings.

Moreover, considering findings in Table 2, it is revealed that majority of parents 66 (66%) disagreed that they are invited to attend various school meetings conducted to discuss and decide on various issues related to the discipline of the students. Among them 62% disagreed and 4% strongly disagreed that that they are invited to attend various school meetings conducted to discuss and decide on various issues related to the discipline of the students. The study found that most of the school meetings conducted at the school were purposely for development of school infrastructures such as construction or maintenance of school building and academic camps for classes with national examinations such as for two and four students. Therefore, parents are invited to the school meetings to be informed about the contributions which have to be contributed by every parent
with a child in form two or four while discipline issues carrying little weight in such meetings.

In the same vein, Table 2 indicates that majority of parents 80 (80%) agreed that they were involved in supporting disciplinary measures used by the school management to manage discipline of the students. Among them 56 (56%) agreed and 24 (24%) strongly agreed. This result imply that parents are highly involved when it comes to supporting school management in their disciplinary measures employed to manage discipline at school such measures include corporal punishments.

Teachers on their side had almost the same responses to the questionnaire’s items administered in order to assess parental involvement in managing discipline of students. Majority of head of schools 93.3% declared that they involve parents in monitoring students’ attendance. However, the study was informed that parents are reluctant to participate in monitoring their children’s attendance to school. Findings revealed that responses regarding parental involvement in monitoring students’ attendance, teachers agreed that they involved parents in monitoring their children attendance to school. During focus group discussion with the head of schools, majority of them mentioned to monitor students’ attendance among the aspect school management uses to involve parents in managing student’s discipline. It was revealed that parents are required to make sure that they involve in managing discipline of the students by making sure that students are going to school every day and stay at school for all school hours. In doing this parent are advised to have close cooperation with teachers by having frequent communication to make sure that their students attend school every day. Parents are required to bring information to school in case children fail to attend school for any reason. A parent is supposed to inform the class teacher about the absence of the student by giving reasons and the day he/she will come to school. A teacher in FGD added that:

“...parents were involved through monitoring student’s attendance by having frequent visit at schools to see if their children attended school as required. Also, parents had a room to call the class teachers or head of school and ask about their children attendance and other academic progress. Further parents were allowed to send information to class teacher when their children for any reason fail to attend school. Parents were instructed to do this through meetings held twice a year for the first and second semesters, including reporting the child's absence from school” (Focus Group Discussion, April, 2023)

Also, the result shows that 11 (36.7%) of the parents agreed that they are involved to support disciplinary measures used by teachers. This finding means that a majority of parents 63.3% disagreed that they are involved in supporting disciplinary measures used by teachers. Adding up, during focus group
discussion with head of schools found that parents do not support disciplinary measures used by the school management. This is due to the reason that some parents have been too negative to teachers as they don’t want their children to be punished. They become furious and complain that punishment course physical injuries to their children while other parents threaten teachers by sending them to the police station. So teachers request their permission before punish a student. However, most of the time students are given corporal punishment without consulting the parents. Thus, in the light of these results, it can be deduced that parent involvement in these matters is low. The finding are in tandem with the study by Semali & Vumilia (2016) conducted on the challenges facing teachers in attempts managing student discipline in Tanzania secondary school in Arusha region. The study revealed that parents were not supporting teachers’ efforts to manage students discipline such as the use of suspension, expulsion, and corporal punishment among others. Also a study by Semali & Vumilia (2016) noted that some parents are against some forms of punishment and they argue that they are unfair and undeserved and lead to the physical injury and therefore they don’t want such punishment to be administered to their children. However, questions have been raised of weather parents are involved in the establishment of school rules and regulations

In addition, 10 (33.3%) of school management members agreed to have involved parent in allocating time to discuss about their children’s discipline issues. It was further found that children are passing in different phases of physical development and growth. Due to biological changes it is sometime associated with different body desire which make this group of adolescent to engage in indiscipline cases as they always do things to respect their body desire. During this time students need close monitoring and guidance in order to protect them from engaging into indiscipline issues such as early sex relation to enhance discipline and academic achievement. The study findings concurs with study findings by Obeidat and Al-Hassan (2009) maintain that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills.

The findings relate with the study by Temitayo et al, (2013) in Nigeria who revealed that parental / home factor is the major elements which attributed to the increase of indiscipline cases. The findings concurs with the findings by Kabiru (2006) observed that parents contributed a lot to their children’s indiscipline by among other things being bad role models and by avoiding parental responsibility. This study aimed to investigate the role of the parent in the discipline of the secondary school students in Kikuyu Sub County, Kiambu County. Therefore if parents practice bad things and provide parental care which does not guide children to proper manner the children will act the same way, so
indiscipline behaviour practiced by students originates from home. For example some parents are too drunk and they use abusive language in the presence of their children which later on children use the same language to their fellow students.

On the other hand, students on their side had almost the same responses to the questionnaires items administered in order to assess parental involvement in managing discipline of students. Finding shows that majority of students 24 (96%) said that school management is involving their parents in monitoring their attendance. During focus group discussion with students, majority said their parents monitor their attendance and notify school management if they did not attend to school. A student in FGD added that’

“...parents are involved in monitoring our attendance by having frequent visit at schools to see if we are in the class or call class teacher and ask for our presence at the school” (Focus Group Discussion, April, 2023)

Furthermore, parents are involved in management of students discipline through the following; by school management to create conducive and friendlier environment which welcomes parents; by supporting disciplinary measures used by teachers such as corporal punishments13 (52%); by educating parents on how to assist students to complete their schools’ assignments 10 (40%); and by insisting to parents to allocate time to discuss with their children on discipline issues 15 (60%). Therefore, the students are of a view that school management is to a high extent involved parents in managing students’ discipline.

Moreover, the study findings concurs with study findings by Obeidat and Al-Hassan (2009), which maintain that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills. The findings relate with the study by Temitayo et al, (2013) in Nigeria who revealed that parental / home factor is the major elements which attributed to the increase of indiscipline cases.

Based on the findings of this study it can be summarized that schools management had demonstrated moderate level of involving parents in management of students’ discipline in Dodoma city. Both teachers’ opinions, and students’ opinions show that parents’ involvement is moderate to high. Thus, the study concludes that the extent of parents involvement in enforcing students’ discipline is moderate.
Strategies to involve parents in students’ discipline

This subsection presents the second objective of the study, which was to identify strategies used by the school management to involve parents in managing students’ discipline in Dodoma city, Tanzania. The school-family-community partnership theory postulates that the parents’ involvement in management of secondary schools plays a crucial role in shaping students’ discipline. The school-family-community partnership theory explains how parents’ involvement can be influenced by a series of strategies. The theory is very important in determining how this relationship among parents, and school management is conducted. The general view of the study based on the descriptive findings, depict that among the popular strategies include: involving parents in familiarization of school rules and regulations through joining instructions, formulation of parent committee to manage discipline; sharing of information regarding students’ academic, and behavioural progress with class teachers, and summon parents when a student had misbehaved repeatedly; and creation of conducive school environment as indicated in the table below.

Table 3: Strategies Used to Involve Parents in Discipline

<table>
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<tr>
<th>Indicator/parameter</th>
<th>SDA (%)</th>
<th>DA (%)</th>
<th>NT (%)</th>
<th>AG (%)</th>
<th>SA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Notification provided before meeting day</td>
<td>8</td>
<td>49</td>
<td>12</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>2 Formulation of parent committee to manage discipline</td>
<td>2</td>
<td>42</td>
<td>8</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>3 Involved in establishment of school rules</td>
<td>48</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>4 Involved in familiarization of school rules</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>5 Fined when fail to report to school when called</td>
<td>6</td>
<td>71</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6 Sharing information with class teachers</td>
<td>22</td>
<td>38</td>
<td>6</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>7 Teachers educate me how to assist my child to complete school assignment</td>
<td>48</td>
<td>28</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>8 Summoned only when student mis behave repeatedly</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>22</td>
<td>64</td>
</tr>
<tr>
<td>9 Conducive and friendly school environment</td>
<td>12</td>
<td>9</td>
<td>18</td>
<td>54</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Field Data 2020

The results in Table 3 revealed that a significant number of parents 48 (48%) agreed that they were involved in managing discipline of the students through formation of parents committee to monitor student’s discipline. Among them, 26% agreed and 22% strongly agreed. It was found that parent committees were not fairly formed because some of the heads of schools chose their friends and put them into the committees including discipline committee if any at all. Also, it was found that most of schools do not have the discipline committees which
are solely composed by parents. On the other hand, 44 (44%) of parents were not in agreement (42 disagreed and 2% strongly disagreed) that school management has involved parents in formulation of a parent committee to monitor students’ discipline. This noteworthy amount of parents cannot be ignored if we are to present the true picture. Thus, in light of this finding, this study had a view that formulation of parent committee to monitor students’ discipline is a strategy used by school management to involve parents in discipline management of students. Further, the findings corroborate with the focus group discussion of parents when the study was informed that school management establishes parent committees to monitor students’ discipline. These committees are used as a strategy to attract parents’ interest to monitor and follow-up on their children’s behaviour. Teachers believe that people do anything better when their hands are on it rather than by observing or monitoring from afar. So, by engaging students’ parents in the committees it is likely that parents will develop an interest to know their children better and hence monitor and educate them to behave in accordance with the values of the society and rules of law. In general, the results of the study show that parents were not involved in supervising student manners and there were no student behaviour management meetings set up by the school administration.

However, in the same Table 3, the finding shows that 62.0% of surveyed parents were not in agreement to have been involved in managing discipline of the students through a strategy of establishing school rules and regulations. Among them, 48 (48.0%) strongly disagreed and 14 (14.0%) disagreed. The results imply that school leadership does not involve parents in formulating rules and regulations to control children’s behaviour. The rules are created by school management under the directives from the local government and the concerning ministries. However, 28 (28%) agreed to be involved in formulation of rules and regulations to manage students’ behaviour. In FGD with parents, the study was informed that during general parent meeting sometimes years ago, parents were involved in confirming an addition rules to control absenteeism and early sex in one of the surveyed schools.

Furthermore, the findings in table above indicates that majority of parents 86 equivalents to 86% reported that they were summoned by school management only when a student committed several repeated indiscipline cases. The study found that parents were called to the school as soon as the child was found guilty of serious misconduct. In addition, in this point the school administration also involve the school board to take a serious disciplinary action including suspension or dismissal from the school. Also, with regard to friendliness of school atmosphere, the findings revealed that majority of parents 54 equivalents to 54% agreed that the school atmosphere were friendly and encourage visiting at any time. It is an indisputable fact that all schools welcome parents who come
to visit the school to know or get information about their children and school development in general.

However, not all schools and all teachers are bold because there are evidences where parents were not received or welcomed with both hands when visited schools to monitor their children’s progress in academic and behaviour. Moreover, the findings show responses from parents on what strategies should school management use to involve parents in managing students’ discipline, and revealed that 100 (100%) of parents stated that involvement of parents in establishment of school rules and regulations is the best way for school management to use as a strategy to involve parents in managing students’ discipline. During the focus group discussion with parents, they mentioned involving parents in establishment of school rules and regulations is a way school management could use to involve parents in managing student’s discipline. When parents are involved in creating rules and regulations at school it becomes easier to know and apply them, however it will make it easier for them to instruct students to focus while they are at school. This was supported by one of the parents who said that:

"when parents are involved in drafting by-laws it is easier to protect and enforce them, than it is now teachers call parents only when a child is at fault and then the parent is told school rules, this situation cannot help parents control their children's behaviour at school or at home”

On the other hand, parents mentioned conducive friendly environment as a second best strategy to use in involving parents in managing discipline of students. Also during FGD with parents, the study was informed that conducive and friendly school environment is a good way to involve parents in managing students’ discipline. Parents are welcomed by a good school environment which includes good use of language especially by the teacher when the parent comes to school this situation will help the parent feel part of the school, so it will be easier to express and direct a number of things for their school development including issues of controlling bad habits of students for example a parent may report students who smoke marijuana or commit adultery. The school management invites parents to different social functions such as graduations ceremonies which help parents to build close relationship within teachers and be able to visit school at anytime they need to know or share some information with teachers. Thus, based on the findings, the study concludes that among the best strategies that can be embraced by schools in reinforcing disciplinary matters in community school is parents familiarization with school rules, and engagement in the formulation of school parents’ disciplinary committee to manage disciplinary matters.
Conclusion and Recommendations

The current study concludes that parent involvement is crucial for the improvement of education delivery and education management in the community secondary schools under the LGAs. Also, it is concluded that parental involvement in management of students’ discipline is challenged by parental as well as schools’ issues. The study found that among the best strategy is involving parents in rewarding, and punishing misbehaving students; this kind of approach will make parents commit themselves to sit down, and talk to their children and warn them of their behaviour. Similarly, the findings noted that school management had demonstrated moderate level of involving parents in management of students’ discipline in Dodoma city. Basing on the finding, it is recommended that school management should involve parents in the formulation and implementation of school rules and regulations, and ensure that they are clear, consistent, and fair to all students. Also, school management should empower parents to monitor and support their children’s attendance, academic progress, and behaviour at home and school. Similarly, the study recommends that parents should take an active role in their children’s education and discipline by providing guidance, supervision, encouragement, and reinforcement. Likewise, the parents should cooperate with school management and teachers in addressing discipline problems and supporting disciplinary measures taken by the school. Regarding the area for further studies, it is recommended scholars may assess the impact of parent involvement on students’ academic performance and behaviour in community secondary schools. Further research may as well be conducted by focusing on the challenges and opportunities of parent involvement in discipline management in rural community secondary schools. Similarly, future studies may dwell on assessing the best practices and models of parent involvement in discipline management in other countries.
Reference


