



Roles of Parents in Students' Discipline Management at Community Day Secondary Schools in Misungwi District, Mwanza Region-Tanzania

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Abstract: Parents are key component in dealing with students' discipline. Once parents get encompassed in student's matters, students tend to have positive effects on their development, including discipline issues. However, their involvement is still low, which results into the increase of disciplinary cases in most community secondary schools. Thus, the study sought to assess the effectiveness of parental activities in students' discipline management in community secondary schools in Misungwi district, Tanzania. The study used a mixed research approach and convergent parallel design. Data was obtained using questionnaires together with interview guides. The sample size of the study involved 101 respondents including teachers, parents, education quality assurance, ward education officers, students and students discipline leaders. Content and face validity were checked to establish the validity of research instruments. The questionnaires achieved a correlation coefficient of 0.81, which indicated high reliability of research instruments. Quantitative data was analyzed using descriptive statistics with the help of (SPSS) version 20 and the qualitative data were analyzed through thematic analysis. The results revealed that parents played little role in providing guidance and counseling and teaching good moral rather than communicating with teachers. The study recommended that government under MoEST should provide education to parents on their roles so that they can voluntarily engage in students' discipline management.

Keywords: Role, Parental involvement, Community schools, Discipline, Management

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1. Introduction

Parents constitute a key component in facilitating academic achievement, especially in community day schools Yulianti, Denessen and Drop (2019) reveal that once parents take part in students' matters, they tend to have positive effects on students' development. This means that in schools, parents have a rightful role to play. According to Imbogo and Flora (2018), families require participating in schools to support student's achievement because children are interacting between school and home every day. Ntekene (2018) describes the role of parenting in student's achievement, which include

making follow up of their children's learning activities, communicating with teachers on the challenges facing them to strengthen children's learning and volunteering in the school meetings.

Treffry et al (1997) as cited in Makwera (2000) defines discipline as the capability to act in a prohibited manner whereby school discipline is presupposing the strategies, guidelines, orders and systems that schools apply in management of students' behaviour. This means that every school has its' regulations and procedures to maintain students' discipline. Preventative, supportive and corrective are disciplinary, I types that can be used in different situation to shape student's behavior. In this

aspect, discipline is a crucial issue for the running of any school (Welsha, 2022). It controls all aspects of school activities whereby; it enhances teaching and learning process to be successfully attained.

Likewise, Kapur (2018) describe discipline as the main factor for creating a teaching and learning environment. The learning activities could be easily achieved if the students have good behaviour. One function of discipline to ensure the functionality of school and helping students to stay focused to their goals (Segalo and Rambuda, 2018). This cannot be done only by schools but also parents. This implies that it is vital for schools and parents to partnership in maintaining acceptable behaviour to students. Unfortunately, discipline in most community schools has been a big challenge, because there is so much increase of indiscipline cases worldwide (Kambuga, 2017).

In the USA, the status of discipline in community schools is still challenging. Diliberti, Jackson and Kemp (2017) reported that the number of aggressive behaviour is higher in schools. Schools with a high enrollment report cyberbullying day by day than with lesser enrollment. This implies that discipline status in community schools is still a problem and something should be done to reduce this.

Gregory et al. (2017) on improving students discipline reveals that school authorities to put more efforts in reducing indiscipline cases so as to ensure that school environment focus on learning. This suggests the need for more cooperation among school and families in improving students' behaviour and discipline. Ntekane (2018) confirms that in the USA, parent-child and parent-school involvement influence the students' attitudes and behaviour that in turn positively affects students' performance. This presents the need for the parents to participate in their children's growth and school activities which is highly contributing to their children's academic achievements. The interaction between school-parents and parents-students led to good students' achievement.

Samuel and Chwangan (2019) suggest that parents are very important in the development of their children's behavior and the need for them to find ways to get involved in the growth of their children's behaviour. The decentralization of education allows the participation of parents in the development of students' discipline and education matters. Likewise, URT (2016) emphasizes the involvement of the parents in academic activities, student's attendance, and providing students with school basic needs. The founding of community secondary schools was motivated by Education for All initiative (EFA) that allows the contribution of parents in education matters (URT, 2010). Nevertheless, Kambuga, (2017) reveals that most of the communal secondary schools in Tanzania experience so many indiscipline cases from the students like alcoholism, theft, smoking,

disobedience, abusive language, drug abuse and so on and so forth.

Similarly, Kambuga et al. (2018) states that the status of discipline in most public secondary schools is still a problem. Parents have to collaborate with schools in improving the discipline status of the students. They both need to be their models for their children. Mbangi, Piliyesi and Anyona (2020) contend that parents should be involved in improving the behaviour of their children by offering counseling, attending meetings and punishing them where necessary. Though the government insists on parental involvement in educational matters as well as discipline issues, indisplinary cases are still a problem in most communal secondary schools in Tanzania, including Misungwi district. The study aimed to determine the roles parents play in students' discipline management at community day secondary schools in Misungwi District.

2. Literature Review

The study was guided by Epstein's theory of Parental Involvement, which is known as 'School-Family-Community-Partnership-Model'. The model was originally established by Joyce Epstein in the early 1990s. It discusses the relationship between school, family and community on the development of students. It suggests that family, school and community are the important organs in the development of children. They should interact and keep on communicating on the development of students' activities and behaviors. It emphasizes how educators should view students as children so that families can be taken as partners with schools in the development of children's education. This helps families and the community to recognize that by being partners, they have to share interests and responsibilities with their children. The theory is valuable to this work as it shows how parents an important component in students' discipline management. It also, contributes on the ways how parents can play together in school activities so as to bring mutual commitment to the students to focus on their achievement and self-discipline.

In conducting empirical review, various studies show that many schools which perform well in their examinations are those schools with few of disciplinary cases that teachers are experiencing during teaching and learning process. This has motivated scholars to conduct research to see if parents are playing their part in children's development in term of impact on their academic achievement. The report from UNICEF (2020) in USA, the involvement on of family in school discipline their study reveals that family and community involvement in reduces the number of indiscipline cases that they support teachers to create a good environment for the learning process. They discovered that the majority of parents were involved in students' disciplinary concerns. This shows that parents need to participate in their

children's daily lifestyle to support them in their educational development. Imbogo and Flora (2018) conducted a study in Kenya on parental role in disciplinary challenges in schools. The findings revealed that some of the parents are involved in improving students' behaviour by guiding them when they are at home, but most of the parents do not supervise students on their academic activities like providing assistance when doing homework and other remedial works. They fail to remind students on the good manners on how to behave in their daily life.

The study conducted by Mbanga et.al (2020) found out that some parents are involving in solving disciplinary cases of their children. They teach their children good morals by giving them courage and counselling, sometimes, they punish them when they misbehave and they participate in school conferences and meetings. Therefore, according previous studies, there are some contradictions whereby some reviews show that parents are involved while some are not. This study assessed the role played by parents in students' discipline management in secondary schools in Misungwi district.

3. Methodology

To realize the purpose of the study, a mixed research approach that combines both qualitative and quantitative paradigm in collecting, analyzing and presenting data was used (Creswell, 2014). This approach was deemed appropriate for this study as it helped the researchers to control the gap that was left by adopting only one type of approach in the data collection, analysis and interpretation process. This study employed a convergent parallel research design. Probability and non-probability sampling techniques were used to get the participants from 1391 population. Under probability techniques, Yamane formula (1967) was employed to select 25 students and 55 teachers while non-probability technique

was purposively used to get DEQ 1, WEOs 5, HOS 5, 5 parents and 5 students discipline leaders. Making a total of 101 participants.

Questionnaires and interview methods were used to collect information from the field. The questionnaire was used to gather information from teachers and students, while structured interview and semi-structured interview guides were employed to collect data from Ward Education Officers (WEOs), District Education Quality Assurance (DEQA), Head of Schools, parents and student discipline leaders. Content validity and face validity were carried out to establish the validity of instrument. A correlation coefficient of 0.81 indicated the reliability of research instruments. The quantitative data gathered from questionnaire was analyzed using descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 20. Data was presented using graphs, tables, frequencies, percentages and figures. The narrative information from semi-structured interviews and open-ended questionnaires were analyzed using thematic data analysis that involved gathering, organizing and grouping into similar themes or ideas interpretation and presented in narrative forms.

4. Results and Discussion

To study sought to find out whether parents effectively dealt with students' discipline matters, teachers were asked to explain how parents get involved in managing students' discipline in day community secondary schools. The findings revealed that parent did not actively get involved in handling discipline issues.

Table 1: Roles of parents in Students' Discipline Management

Statement	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Communication with teachers about students' discipline	15	27.3	11	44
Providing guidance and counseling to the children	22	40.0	8	32
Teaching children good moral	18	32.7	6	24
Total	55	100	25	100

Source: Field Data (2021)

This result was extracted from the findings provided by the respondents. The respondents reported that there was some communication among teachers and parents about the student's discipline. The findings as explained in Table 1 where 27.3 per cent of teachers reported that

some parents are conducting communication with teachers about student's discipline. While 44 percent of students mentioned that parents communicate with teachers about student's discipline. The communication was done when parents visit schools. The participation

helps to narrow the gap that happens when there is no communication between teachers and parents that allow students to behave in bad manner since they know that parents cannot may not know what is going in schools. It shows that a small number of parents in Misungwi district communicate with teachers to ensure effective management of ndiscipline. In favor of the implication of this finding, one of the interviewees during the interview asserted that,

Most of the parents do not conduct regular communication with school and making follow up on their children discipline until they receive appointment letters from school when something happens to their children. (Interviewee A, 2021).

The need for active conversation between parents and school is supported by the findings of Umeana (2017) and UNICEF (2020) that revealed parents are to ensure they conduct regular communication with students and schools that helps to bond the gap on the development of students' discipline.

The respondents agreed that parents provide guidance and counseling to their children which leads to the management of student's discipline. The findings in Table 1 show that 40 per cent of teachers and 32 per cent of students mentioned provision of guidance and counselling to the children as a role played by parents to ensure effective management of discipline case. This implies that most of parents in Misungwi district do not fully participate in indiscipline management rather than providing guidance and counseling. The findings agree with Imbogo and Flora (2018) who explained that parents are involved in the management of student's behavior, which reduces the indiscipline case through providing guidance to students when they are at home. Also, Costa and Faria (2017) commented that parents are not providing guidance and counselling to their children as a way of managing their discipline, thus led to the increase in student's indiscipline case. Therefore, guidance and counselling to the student contributes to the management of student discipline.

Parents should teach their children good moral. The results from table 1 indicate that 32.7 per cent of teachers reported that parents teach their children good morals in order to have good discipline. Likewise, 24 per cent of students mentioned that parents maintain discipline of the students through teaching children about good moral. This implies that there some of the parents that teach good moral to the children at home which helps to shape the students to the good discipline at school like being good citizen and having positive attitude on education. The findings agree with Mbanga et.al (2020) who explain that parents teach good morals to the students through giving them courage and counselling in different matters. Also, parents punish their children when they are doing

wrong. This is one among the roles played by parents to ensure children adhere to good morals which facilitate good discipline of the children at home and school.

5. Conclusion and Recommendations

5.1 Conclusion

With reference to the findings, the study concluded that there is minimal parental involvement in ensuring students' indiscipline management. Among the roles played by the parents are; guidance and counselling, parents maintain communication with teachers about students' discipline in order to ensure management of student discipline. Besides, parents teach children about good morals as the way of managing their discipline.

5.2 Recommendations

Thus, the study recommend that local government should encourage participation of parents in management of student's discipline in school. Also, the policy makers should integrate the aspect of parental participation in the discipline management in the education administration policy to facilitate effective management of indiscipline case by formulating a policy which emphasizes direct parental contribution in the management of students' discipline.

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