

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania

By

¹Sr. Brigitha Gregory Mbanga

The Catholic University of Eastern Africa

Corresponding author: mbangabrigitha@gmail.com

²Sr. Dr. Elizabeth Piliyesi

The Catholic University of Eastern Africa

³Dr. Jared Anyona

The Catholic University of Eastern Africa

Abstract

The purpose of this study was to investigate on parental involvement and students' discipline in Public Day Secondary Schools at Ilala District in Tanzania. This study was grounded on Urie Bronfenbrenner's Ecological Systems Theory. The study used mixed method approach design. In qualitative approach, phenomenology design was used and in quantitative approach, descriptive design was utilized. The target population for the study was the school principals, teachers, students and parents of the Public Day Secondary Schools within Ilala District in Tanzania. The researcher used purposive sampling to select school principals, stratified random sampling for both teachers and students and snowball sampling technique for parents to obtain a sample size of 195 respondents. The researcher used questionnaires, interview guides and document analysis for data collection. Cronbach's Alpha Coefficient technique was used to test reliability for quantitative data and credibility dependability for qualitative data. Key findings showed that parental involvement through expecting obedience without question ($r = 0.723$, $p\text{-value}=0.000$), monitoring and enforcing rules ($r = 0.558$, $p\text{-value}=0.000$) and offering guidance on life issues ($r = 0.606$, $p\text{-value}=0.000$) have a significant relationship with students discipline. Findings of the study revealed that parents of secondary schools in Ilala District in Tanzania are involved in solving indiscipline cases among students. In their efforts to deal with the students' indiscipline, the parents offer counselling, attend disciplinary meetings, strive to teach their children good morals and punish their children when involved in indiscipline. The study recommended that school administrators should put in place an intensive parent-mentoring programme once in a term with the aim of educating and sensitizing parents on their parental duties. Schools should also organize training for students on social skills and self-awareness annually to help them in becoming more responsible.

Key words: Discipline, Drivers of Indiscipline; Parental Efficacy; Parental Involvement, Tanzania, Ilala District.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania

By

Sr. Brigitha Gregory Mbanga, Sr. Dr. Elizabeth Piliyesi and Dr. Jared Anyona

Background

Education is an important constituent for holistic human development. It is the fundamental key to sustainable development, peace, and stability within and among countries, and therefore a crucial means for effective and efficient participation in the societies and economies. Notably, education explains varying levels of social-economic return, economic growth, and development. Additionally, it equips a learner with the necessary knowledge and skills to meet global challenges in science and technology and production processes in global markets. Education thus helps to buffer various social-environmental shocks by enabling more secure employment, higher incomes and better access to economic assets and credit through schooling (Schulz, 2014). Hence, every parent has a role of ensuring that their children get access to education. Education is therefore, a crucial tool for sustainable growth and development including nurturing of discipline among students.

Parenting is a vital component of students' discipline and general success. According to Harris (2014), parental involvement can be defined as the ways in which parents support their children's education in word and deed. Parents can be involved in the school setting or at home, thus their aspirations and expectations for their children also matter. Parents get involved primarily in the affairs of their children because they develop a personal construction of the parental role and duty that includes participation in their children's life. They develop a positive sense of efficacy for helping their children to succeed in school. Parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so important that hardly anything can compensate for their failure in it. For it devolves on parents to create a family atmosphere so animated with love and reverence for God and others that a well-rounded personal and social development will be fostered among the children. The family is thus, the first school of those social virtues, which every society needs. Therefore, lack of parental involvement in partially leads to indiscipline cases among students.

Reid (2010) noted that in the United Kingdom, the rates of absenteeism, delinquency, and vandalism among students are above average. Cases of the high incidence of drug and drug-related crimes in some parts of Britain are described as no-go areas. In Chicago, New York, Washington and Detroit learners' violence in high truancy schools is a common phenomenon featured by vandalism, school-based robberies, insolence to staff and extortion. The study findings revealed that parents have neglected their roles and responsibilities to only teachers. At the Republic of Mauritius, a study by Belle (2017) revealed that the school, the family, the peer pressure, the community and the new media negatively impact the student behavior. It concluded that these same systems should endeavor to teach social-emotional skills to the students. It was

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

denoted that it was likely to enhance their social competence. In turn, this will be helping the stakeholders to eliminate student disruptive behavior.

In South Africa, discipline is a major challenge faced by educators and parents in most of the South African secondary schools (Du Preez & Roux, 2010). Therefore, student discipline is a global issue of great concern due to the changing times and circumstances ranging from social-technological changes to children rights and many educational demands. A study by Danso (2010) from Ghana condemned the high rates of lawlessness and indiscipline in the majority of educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers more especially in secondary schools. He lamented over the causes of rape, drug abuse, abortion, armed robbery, and even murder in the learning institutions. Hence, meaningful learning and teaching geared towards the achievement of school goals are attainable if students are disciplined.

The study of Ngwokabueni (2015) from Cameroon revealed that the familiar and common types of indiscipline as disobedience to teachers and school prefects included collective misconduct of students and unacceptable habits. Students' indiscipline behaviors were classified on three bases namely students-based, society-based and school-based causes. Possible remedies to curb indiscipline in secondary schools included moral leadership, moral instruction, and education orientation and behavior-accountability policy implementation. A study by Umeana (2017) in Nigeria revealed that the parents who were interviewed and compared to each other were involved in parenting, followed by communication, and then by assisting learning at home. Both parents and teachers have a great responsibility to help the students develop a stable character of disciplined individuals that will yield positive educational outcomes. Hence, the significance of parental involvement in students' discipline that informs academic achievement cannot be overemphasized.

A study by Edamo (2018) in Ethiopia revealed that the level of parental involvement in their children's discipline and education generally was not contributing much for improving students' learning. The study identified barriers namely, shortage of time, lack of awareness, and a load of work affected parental involvement in secondary schools. Improving the level of parental involvement in the schools requires the coordinated efforts of the school administrators, teachers, education office experts, and parents to ensure all students are disciplined hence experience better academic results. A study by Berna (2012) in Uganda found out the forms of indiscipline that included verbal abuse of teachers, the disorder in classrooms, and disrespect for teachers, and fighting among learners. The findings also showed that the student disciplinary management systems affect the management of learners discipline especially when teachers and parents are involved in the management of students' discipline. Hence, the study recommends that there is need to identify the forms of indiscipline among students and try to curb them. A study by Wanja (2014) in Kenya revealed that the most common problems in public day secondary school were teenage pregnancies, absenteeism, early marriages, drug and substance abuse, boy-girl relationship, and theft. Others included noise making, truancy, molestation of newcomers and failure to do assignments and homework. It was apparent that parents were not adequately involved. All participants agreed that parents should be involved more in resolving

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

discipline problems among students. Parents used different parenting styles and practices to resolve discipline problems of the students.

The educational system in Tanzania is lacking parental involvement in the educational process because parents do not tend to participate in the school lives of their children. They see their roles just in paying tuition fees for their children and do not even mind what goes on in school regarding their behaviors (Shayo, 2011). Despite the efforts enacted by the Tanzania government on issues related to discipline among school going students, indiscipline cases are still rampant in many secondary schools. Therefore, there is need both parents and teachers to work hand in hand to minimize cases of indiscipline among students.

Prohibition of corporal punishment is still to be achieved in all levels of schools in Tanzania. As noted by Mabagala (2016), article thirteen of the Law of the Child Act 2009 in the Republic of Tanzania provides for justifiable corrections when children have done wrong or undisciplined. Furthermore, article fourteen of the Children's Act 2011 in the Republic of Tanzania confirms that parents and teachers may discipline their children providing it does not lead to injury. These provisions should be amended to ensure that no law can be interpreted as authorizing corporal punishment in child-rearing. Regarding this, a recent episode of murder occurred in 2019. A teacher in Tanzania has been sentenced to death after beating a 14-year old pupil to death. It was reported that the teacher caned and hit the teen with a blunt object after accusing him of stealing a handbag from a female teacher (AFP, 2019). That is why many governments in the world including the Republic of Tanzania are against corporal punishment.

Discipline is categorically the major challenge facing secondary school teachers in Tanzania (Kambuga, 2017). Notably, teachers in secondary schools are not only tasked to teach but also at the same time are expected to manage students' behaviors' to ensure that students engage in the broad activities related to teaching and learning. Evidently, due to overwhelming students' disciplinary cases, teachers in secondary schools spend many hours in correcting the behavior and less time in teaching.

A study by Yaghambe (2013) indicated that in Tanzania, common disciplinary problems which teachers address from morning as they arrive at schools include truancy, peddling drugs, bullying, smoking, sexual affairs, abusive language, physical fights and theft. a study by Kiwale (2017) from Tanzania indicated that most students' disciplinary problems experienced were due to influence from the environment and their homes, namely, mobile phones, televisions, alcoholism, cigarette smoking and theft as well as drug abuse, disobedience, truancy, lack of punctuality and improper school uniforms. Like other districts in Tanzania, Ilala District has been experiencing cases of indiscipline among secondary school students. Moreover, Elibariki (2014) revealed that students tend to abuse teachers, fights, poor dress code, absenteeism, damaging school properties boycotting of lessons and attending clubs and discos. The study recommended that school management and administration need to ensure all students follow strictly the school rules and regulations. Lastly, all stakeholders should take part in disciplining the child in school.

Both studies of Kiwale (2017) and Elibariki (2014) suggests that school administrations should establish active mandatory school – based families and put in place intensive parent mentoring programs, which aim at sensitizing parents on their parental duties to work with

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

teachers in disciplining students. Besides, guided and vibrant counseling and guidance departments should work effectively with parents in cases of indiscipline among students and lastly prefectorial system is one of the most effective ways of involving pupils directly in the administration of the school since they are constantly in touch with other students. This is where both teachers and parents have a system of motivating, supporting, and directing its prefect body to nurture discipline in schools. It is against this background; therefore this current study endeavors to investigate the influence of parental involvement and students' discipline in secondary schools at Ilala District in Tanzania.

Problem Statement

The Tanzania Ministry of Education and Vocational Training have indicated that students' indiscipline in public secondary schools has become an obstacle towards moral uprightness among students and educational attainment. Learners have become highly disrespectful and uncontrollable to the school administrators, teachers, parents, themselves and the society at large (Msaki, 2010). A study by Masabo, Muchopa, and Kuoth (2017) in Kibondo District, Tanzania indicated that parent's face various challenges namely fear of embarrassment, inadequate resources, not attending PTA meetings, dissatisfaction, and indiscipline among their children that could negatively affect their involvement in school activities. Indeed, discipline among students can improve if teacher, parents, students, and the community at large can come together and encourage students to behave well in schools. The study did not capture the correlation between parental involvement and students' discipline that in turn informs learners' educational achievement. Would parents within Ilala District face the same challenges in addressing discipline of their children as those ones in Kibondo District? Hence, the current study endeavored to answer this question.

The people of Ilala District are concerned about the deteriorating discipline cases among secondary schools students. Such indiscipline cases include boycotting of lessons, telling of lies, vandalism, rioting, and disobedience, leading to poor academic performance and dropping out of schools. It is a social concern since the future of Ilala District depends on the young people who are featured by indiscipline cases (Msaki, 2010). The study of Ngwokabuenui (2015) did not look at parental involvement which is different from the current study. Therefore, this current study intended to bridge the above-identified knowledge gaps.

Research Question

What are the ways in which schools involve parents in ensuring discipline among secondary school students in Ilala District in Tanzania?

Research Hypotheses

Ho1 There is no significant relationship between parental involvement and students' discipline in Secondary Schools within Ilala District.

Ha1 There is a significant correlation between parental involvement and students' discipline in Secondary Schools within Ilala District.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Theoretical Framework

This study was grounded on Urie Bronfenbrenner's Ecological Systems Theory. Under this theory, Kathleen Hoover-Dempsey and Howard Sandler's Parent Involvement Model was adopted due to the fact that discipline among students can be nurtured through parental involvement. Based on a psychological perspective, this model not only contends with specific types of parental involvement but also endeavors to explain why parents choose to be involved, how they choose specific forms of involvement, and how parent involvement makes a difference (Hoover-Dempsey & Sandler, 2005). By focusing on the most prominent specific variables of the parent involvement process from parents' perspectives, Hoover-Dempsey and Sandler (2005) suggested that parents often become involved in their children's education for three reasons: they build up a parental role construction about their participation in their children's education; they develop a positive parental efficacy for helping their children succeed in school; and they perceive opportunities or demands for involvement from children and school.

The Kathleen Hoover-Dempsey and Howard Sandler's Parent Involvement Model was applied to this current study. According to this model, parent involvement practices includes parent-child communication about schoolwork, supervision of homework, educational aspirations for children, school contact and participation, provision of school supplies, parent-teacher conferences, parent involvement in classroom volunteer work, parent involvement in tutoring at home and parent involvement in carrying out home instruction programs designed or suggested by teachers to supplement regular classroom instruction. Therefore, the above mentioned parental involvement was crucial for nurturing students' discipline in secondary schools.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Conceptual Framework

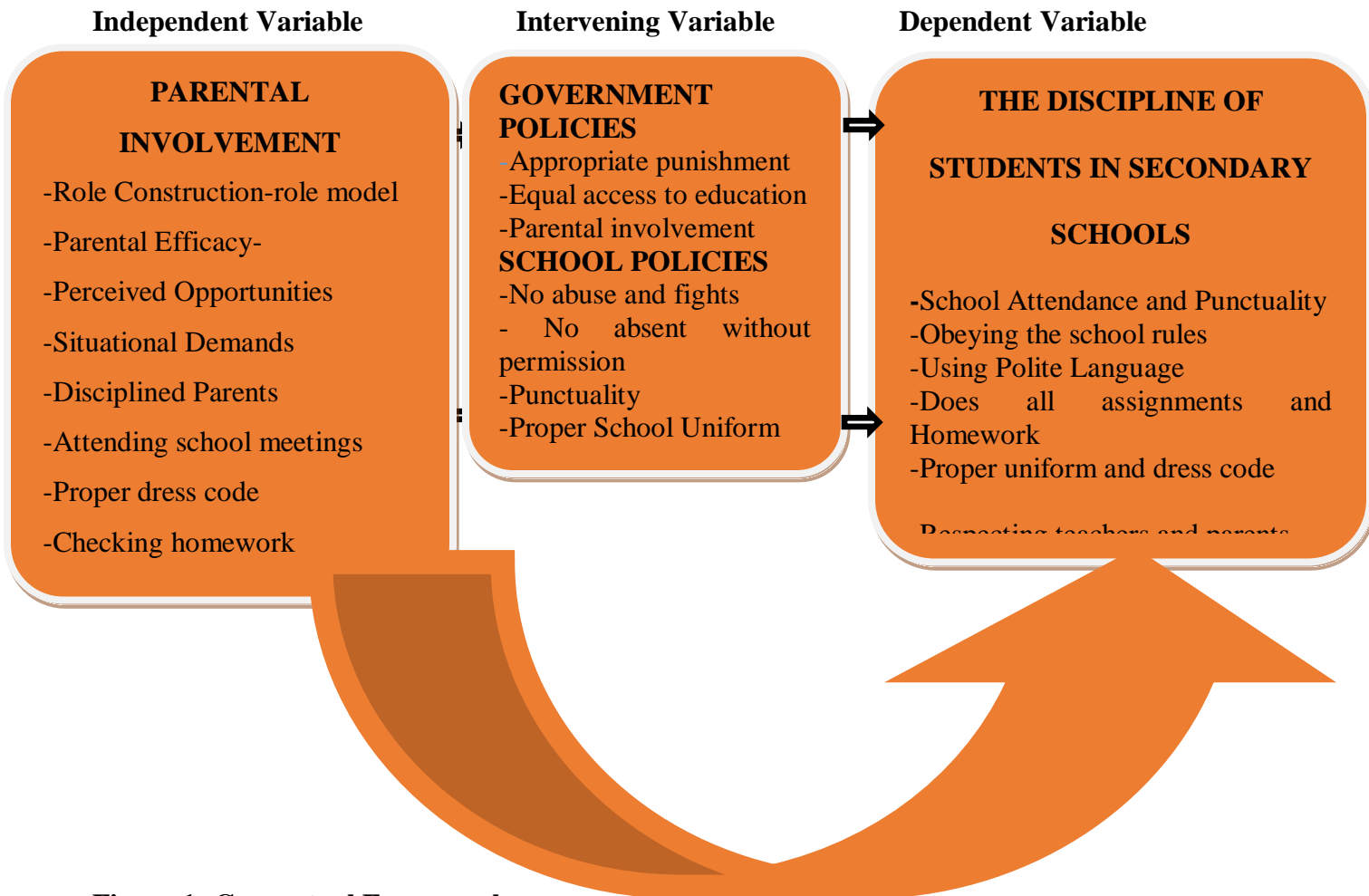


Figure 1: Conceptual Framework

Source: Mbanga (2019)

Review of Empirical Review

In the United States of America, Epstein and Van Voorhis's (2010) framework of six major ways of parental involvement is among the most useful tools for parental involvement practices and linking them with certain type's outcomes. This widely accepted framework guides to help educators develop comprehensive family school partnerships to ensure students success in their lives. The first way of parental involvement is parenting. According to Epstein and Van Voorhis (2010), schools must help families create home environments that support learning by

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families.

In India, a study by Rafiq, Fatima, Sohail, Saleem and Khan (2013) noted that schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules.

In Taiwan, Wu (2015) noted that there are three indicators can be applied in measuring the scale of effectiveness regarding classroom management The study revealed three indicators namely teaching management in which the teaching content is managed, discipline management in which training for behavioral changes are based on the concepts of creating learning individuals and school and lastly cohesion management which entails improving students' health, teamwork ability, and engagement in school to assist them in achieving their potential.

A study by Ntekane (2018) from South Africa revealed that parents can be involved in their children's learning through becoming part of school boards, being concerned about their children's academic performance, showing dedication in their children's learning through availing themselves during parents meetings, in order to gain a better understanding of the performance of their children. Parents can also be involved by means of follow-ups with their children's subject teachers in order to identify areas where the children are facing challenges. Where children fail, parents go to the extent of contacting their teacher, thus, building and strengthening the teacher and parent relationship which would show their commitment towards their children's learning.

In Nigeria, Hornby and Lafaele (2011) indicated that parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops. Besides, parents are involved in children's sports activities, as this would improve achievements and serve as motivation. The study above looked at barriers of parental involvement in education unlike the current study that investigated on parental involvement and students' discipline.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

In Uganda, however, a study by Berg and Noort (2011) indicated that there was a lack of cooperation between parents and schools. Two-way communication between parents and schools was absent. Besides, only a few schools created opportunities for parents to volunteer in school. Moreover, the functionality of parent committees showed great differences between schools. Finally, not all schools had a good relationship with the community and this relationship seemed to become less important in urban areas. A study by Manasi, Ndiku, Sang and Ejakait (2015) from Kenya revealed a low parental involvement in provision of teaching and learning resources in primary schools. There was an important correlation between parental involvement which was featured in payment of school fees, regular access to schools, attending PTA meetings by both teachers and parents which informed school academic performance. It was suggested that parents should be advised to support primary schools so as to realize improved educational outcomes.

In Tanzania, a study by Myembeke (2016) revealed that, 67% parents of registered students in community secondary schools were not effectively involved in their children's academic activities such as guiding students in attempting homework, checking daily students' work, tracking students' attendance, volunteering in school activities, communicating with teachers and other school personnel including heads of schools. The study also identified that majority of parents with students in community secondary schools were challenged by limited formal education, poverty in their families, limited time and resources among parents and teachers, weak students' readiness to learn and the distance from home to school that hinder parents from attending meetings.

A study by Kayombo (2017) in Ilala District in Tanzania indicated that there were several methods used in public schools to involve parents and guardians into education processes of their school children in supporting primary school pupils' academic achievement. The ways that were found it included parental academic visits to schools, attending school committees, providing financial and material support, provision of food supply to their children while at school and assisting their children at home when they have assignments. Therefore, the study recommended for conducting a quantitative study in order to test hypotheses by comparing results from public and private schools for comparative and generalization purposes. Even though study was conducted in the same district as the current study, the study targeted public primary schools unlike the current study that focused on public secondary schools.

Research Methodology

This study used mixed methods approach to guide the study by employing both qualitative and quantitative methods. The researcher adopted the use of Concurrent Triangulation Design. In this design, both survey design and phenomenology design were used. The study's target population included all the school principals (54), teachers (702), parents (1,200) and students (16,200) of the public secondary schools within Ilala District in Tanzania. In this study simple random, purposive, stratified and snowball sampling techniques were used. the researcher used simple random sampling technique to obtain five selected public day secondary schools, purposive sampling technique was used to sample five school principals, stratified random sampling technique was used to sample 40 teachers and 100 students while snowball sampling was used to sample 50 parents. The sampling frame is presented in Table 1 below;

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Table 1: Sampling Matrix

	Category	Target Population	Sample Size	Sampling Technique	Percentage
Schools	5	54	5	Simple Random	9.3%
Principals	5	54	5	Purposive Sampling	9.3%
Teachers	8	702	40	Stratified Simple Random	5.7%
Parents	10	1200	50	Snowball Sampling	0.8%
Students	20	16200	100	Stratified Simple Random	0.6%
TOTAL	48	18,210	195		25.7%

Source: Mbanga (2019)

The study used questionnaires, interview guides and document analysis as the tool for data collection. The questionnaire was designed for the teachers and students and interview guide for the principals and parents. The researcher employed the Cronbach's Alpha Coefficient method to test Reliability of the quantitative instruments while credibility and dependability was used to test reliability of the qualitative instruments.

Quantitative data was coded, entered in Statistical Package for Social Sciences (SPSS) version 23 to generate descriptive statistics. The analyzed data was presented in the form of frequency tables and bar graphs. On the other hand, qualitative data derived from open ended questions and interview guides were analyzed using content analysis technique. Qualitative data was summarized by editing, paraphrasing and summarizing so as to get meaning from it. It was then presented in narrative form and direct quotes.

All the participants were well informed about the purpose of the study and the benefits so that they would voluntarily participate in this study by signing an informed consent form. Confidentiality of the respondents' information was observed and their identity was not revealed. The researcher treated all the respondents' equally namely not putting the respondents into groups or varying the treatment hence there was no room for bias in any way. Gender equity was observed whereby participation in this research consisted of both female and male participants. The collected data was handled with high integrity and the findings of the study was, therefore, shared with the participants by sending a final report to the public day secondary schools that participated in the research.

Data Analysis, Presentation and Discussion of Findings

The research question aimed at assessing the ways in which schools involve parents in ensuring discipline among students in public secondary schools in Ilala district, Tanzania. The researcher sought to find out whether the parents were involved in dealing with indiscipline cases among students in the school. Findings are presented in Figure 1.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

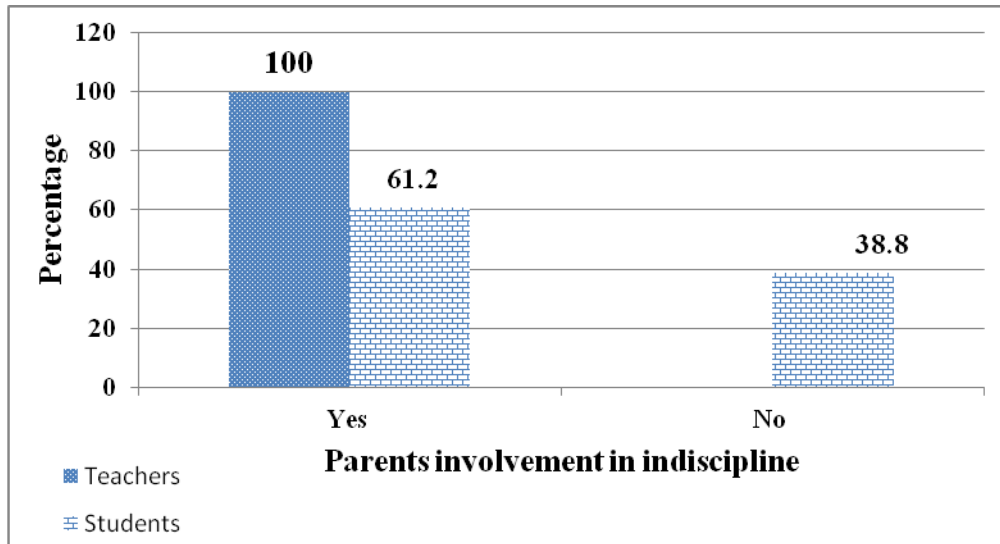


Figure 2: Responses on Parental Involvement (Teachers n=30, Students n=80)

Source: Field Data (2020)

Figure 2 shows that all the teachers (100%) indicated that the parents were involved in indiscipline cases among students in the school which was supported by 61.2% of the students. Majority of the parents (35) also said that they were involved in indiscipline cases. The findings was supported by all principals (5) who unanimously said that they involved parents in cases among students in the school. The principals said that the school administration organizes parents' teachers meeting once per year which enables parents to get feedback from the teachers. The teachers also discuss students' behaviours with their parents during the meetings. Wherever a student is involved in indiscipline case, the principals communicate with the parents through phones and invite them to schools to discuss on how best to solve the indiscipline case. The findings concurs with Rafiq, Fatima, Sohail, Saleem & Khan (2013) who noted that schools enhance their connection to parents by encouraging them to volunteer in school activities and attend school events like academic clinics, annual general meeting and disciplinary meetings.

Respondents were further asked to indicate the role of the parent in addressing discipline problems of the students. Findings are presented in Table 2

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students’ Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Table 2: Role of Parents in Addressing Discipline Problems (n=110)

Role of parent in addressing discipline problems	Teachers (n=30)		Students (n=80)	
	F	%	F	%
Counselling	24	80.0	38	47.5
Attending disciplinary meeting	6	20.0	24	30.0
Punishing students	25	83.3	8	10.0
Providing basic needs	16	53.3	56	70.0

Source: Field Data (2020)

Table 2 shows that parents have a role in addressing discipline problems in secondary schools which include counselling their children, attending disciplinary meetings when called upon in schools, punishing their children when involved in indiscipline and providing basic needs to prevent cases of involvement indiscipline like irresponsible sexual behaviours and theft. The parents also said they played their role through counselling, bringing up children morally, making follow ups on their children welfare at school and teaching them good morals. The finding concurs with Gorret (2010) who asserted that teachers and parents should work together as a group to provide mutually agreed upon obligations and expectations regarding students’ discipline.

The researcher sought teachers’ opinion on parenting methods that parents use on their children. Teachers were asked to tick on their agreement level with regards to parenting involvement. Findings are presented in Table 3.

Key: SA=strongly agree, A=Agree, UN=Undecided, D=Disagree, SD=Strongly disagree, M=Mean, SD=Standard Deviation

Mean (1-1.80= Strongly Agree, 1.81-2.60= Agree, 2.61-3.40= Undecided, 3.41-4.20= Disagree, 4.21-5.00= Strongly Disagree)

Table 3: Teachers Opinion on Parenting Methods (n=30)

Parenting Involvement	SA		A		UD		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Expect obedience without question.	2	6.7	15	50.0	7	23.3	4	13.3	2	6.7	2.20	1.375
Have very few rules.	8	26.7	9	30.0	0	0	6	20.0	7	23.3	2.40	1.133
Leave children to make their own decisions.	7	23.3	4	13.3	2	6.7	7	23.3	10	33.3	3.45	1.622
Monitor and enforce rules.	12	40.0	11	36.7	3	10.0	3	10.0	1	3.3	1.80	1.114
Offer guidance on life issues.	8	26.7	16	53.3	4	13.3	2	6.7	0	0	1.73	0.944
Encourage verbal give and take.	7	23.3	14	46.7	7	23.3	0	0	2	6.7	1.97	1.159
Encourage cooperation.	10	33.3	14	46.7	3	10.0	2	6.7	1	3.3	1.87	1.074
Punish children	7	23.3	13	43.3	6	20.0	3	10.0	1	3.3	2.07	1.172

Source: Field Data (2020)

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Findings in Table 3 show that; the teachers agreed that parents expect obedience without question (M=2.20, SD= 1.375), have very few rules (M=2.40, SD=1.133), encourage verbal give and take (M=1.97, SD=1.159), encourage cooperation (M=1.87, SD=1.074) and punish children (M=2.07, SD=1.172). Other teachers strongly agreed that the parents monitor and enforce rules (M=1.80, SD= 1.114) and they also offer guidance on life issues (M=1.73, SD= 0.944). The teachers disagreed that parents leave children to make their own decisions (M=3.45, SD= 1.622). The finding was supported by a principal who said that the parents closely monitor behavioural changes of their children as they grow and correct them in case they notice any negative changes on their behaviour. Some parents bring up their children in undesirable manner whereby they leave them under the care of nannies and drivers to bring them to school. These workers do not discipline children and they grow up to be nuisance to the school administrators and the community at large.

This implies that parents apply various methods to regulate their children behaviour and uphold good morals. Children who always obey their parents without questioning are also disciplined at school although some of them pretend to be good at home but behave badly while at school. Parents who cooperate with the school administration help greatly in moulding their children behaviour since they always follow up on the children behaviour at school. Enforcing rules and closely monitoring children while at home also ensures that they do not go astray. Guiding and counselling students help them to cope with both life and academic stress and its also through counselling that the students are told about the repercussions of involvement in indiscipline. The finding concurs with Kadama (2016) that parenting styles are very crucial in disciplining students' particularly authoritative style which allows for flexibility and collaborative problem solving with the child when dealing with behavioral challenges.

Table 4: Students Opinion on Parenting Methods (n=80)

Parenting Involvement	SA		A		UD		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Expect obedience without question.	4	5.0	47	58.8	5	6.3	18	22.5	6	7.5	2.15	1.493
Have very few rules.	15	18.8	37	46.3	2	2.5	17	21.3	9	11.3	2.33	1.508
Leave children to make their own decisions.	6	7.5	14	17.5	8	10.0	24	30.0	28	35.0	3.58	1.474
Monitor and enforce rules.	8	10.0	53	66.3	7	8.8	8	10.0	4	5.0	1.78	1.153
Offer guidance on life issues.	20	25.0	46	57.5	6	7.5	4	5.0	4	5.0	1.75	1.119
Encourage verbal give and take.	18	22.5	35	43.8	14	17.5	10	12.5	3	3.8	2.10	1.208
Encourage cooperation.	18	22.5	42	52.5	7	8.8	10	12.5	3	3.8	1.93	1.209
Punish children.	14	17.5	48	60.0	4	5.0	9	11.3	5	6.3	1.86	1.290

Source: Field Data (2020)

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

The findings in Table 4 support the teachers and principals' opinion on methods that parents use on their children whereby majority of the students agreed that their parents expect obedience without question ($M=2.15$, $SD= 1.493$), have very few rules ($M=2.33$, $SD= 1.508$), encourage verbal give and take ($M=2.10$, $SD= 1.208$), encourage cooperation ($M=1.93$, $SD= 1.209$) and punish children ($M=1.86$, $SD= 1.290$). Other students strongly agreed that their parents monitor and enforce rules ($M=1.78$, $SD= 1.153$) and they also offer guidance on life issues ($M=1.75$, $SD= 1.119$). The students disagreed their parents leave them to make their own decisions ($M=3.58$, $SD= 1.474$). The finding was supported by a parent who said that he enforce rules to be followed at home, punish his children when they are involved in indiscipline cases and counsel his children on life matters and consequences of involvement in indiscipline cases. This implies that parents are actively involved in shaping their children behaviours as a way of preventing them from engaging in indiscipline. The finding is in support of Ivan Pavlov theory that parents have a role to play of nurturing discipline among their children before even going to school. The finding is in agreement with Wanja (2014) that parents have a role of mediating security, health, justice, order, knowledge, affection and peace to their children to enhance discipline.

In order to test the study hypothesis, the researcher utilized the Karl Pearson's coefficient of correlation (r). Findings in Table 5 show that parental involvement through expecting obedience without question ($r = 0.723$, $p\text{-value}=0.000$), monitoring and enforcing rules ($r = 0.558$, $p\text{-value}=0.000$) and offering guidance on life issues ($r = 0.606$, $p\text{-value}=0.000$) have a significant relationship with students discipline since all the p -values are below 0.005. The researcher therefore rejects the null hypothesis that there is no significant relationship between parental involvement and students' discipline in Secondary Schools within Ilala District. Additionally, the researcher accepts the alternative hypothesis that there is a significant correlation between parental involvement and students' discipline in Secondary Schools within Ilala District. This implies that parental involvement is key to curbing indiscipline in secondary schools. The finding concurs with Hornby & Lafaele (2011) who indicated that parental involvement is a significant element in education.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

Table 5: Correlation Analysis

		Students discipline	Expect obedience	Monitor and enforce	Offer guidance
Students discipline	Pearson Correlation	1			
	Sig. (2-tailed)				
Expect obedience without question	Pearson Correlation	.723**	1		
	Sig. (2-tailed)	.000			
Monitor and enforce rules	Pearson Correlation	.558**	.015	1	
	Sig. (2-tailed)	.000	.894		
Offer guidance on life issues	Pearson Correlation	.606**	.024	.180	1
	Sig. (2-tailed)	.000	.831	.110	

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data (2020)

Conclusion and Recommendations

In conclusion, the parents of secondary schools in Ilala District in Tanzania are involved in solving indiscipline cases among students. The school administrations always summon parents whose children are involved in indiscipline. In their efforts to deal with the students' indiscipline, the parents offer counselling or seek services of professional counsellors, attend disciplinary meetings, strive to teach their children good morals and punish their children when involved in indiscipline and providing basic needs to prevent cases of involvement indiscipline like irresponsible sexual behaviours and theft. In order to maintain good discipline in schools, parents should check students' homework and school assignments, parents should ensure their children are in school uniform, teachers should administer reasonable punishment to the students and parents should ensure that their children do not carry mobile phones to school some. The schools should also reward disciplined to encourage other to maintain discipline and parents should be good role models to their children.

Recommendations

School administrators should put in place an intensive parent-mentoring programme once in a term with the aim of educating and sensitizing parents on their parental duties. Schools should also organize training for students on social skills and self-awareness annually to help them in becoming more responsible. School administrators should work towards provision of adequate facilities for co-curricular activities to keep students busy with the other activities so that they don't have time to get involved in indiscipline acts. School administrators need to embrace leadership style that appreciates the importance of consensus in decision making. When students are involved in decision making and the execution of the school policy, they are more likely to want to show their commitment to the same. School discipline outcomes would likely be better

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

when approaches to discipline are agreed upon and supported by staff and students acting together.

Parents need to be more responsible for their children's conduct and should cooperate with school policies to ensure students behave in a good manner. Parents should actively participate in guiding their children to observe the behaviour expectations stipulated by the rules and those valued by the society. Parents should take their children for professional counseling, especially in drug and substance abuse cases. Parents should have regular meetings with class teachers to discuss students' academic progress and discipline problems. In addition, they also need to study their children's temperaments to enable them manage their children's discipline at home. All parents should be involved in resolving discipline problems of their children in and out of school. These include checking homework, monitoring school attendance, replacing items stolen by students, reporting cases of indiscipline by students while outside school to school or to government administrative authority, having dialogue with their children, encouraging their children to go to church, keeping the children busy while outside school so that they do not engage in social vices. Moreover, parents should be controlling the material students read and programs they watch on television, limiting access to mobile phones by not buying phones for their children, ensuring the students reach home in good time, being in communication with teachers on student's behavior and school performance in school and punishing students for disobedience to rules while outside school.

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

References

- Belle, L.J. (2017). Factors that Influence Students Behavior in Secondary Schools. *European journal of educational and development psychology*, 5(5), 27-36.
- Berg, R., & Noort, L. (2011). *Parental involvement in primary education in Uganda*. Utrecht: Utrecht University Press.
- Berna, N. (2012). *Management of students' discipline in secondary schools in Entebbe Municipality, Wakiso District*. Kampala: Makerere University.
- Danso, I. (2010). *Education and vocational guidance of secondary school students*. Jos: Savanna Publishers Ltd
- Du-Preez, P., & Roux, C. (2010). Human Rights or Cultural Values? Pursuing Values to Maintain Positive in Multicultural Schools. *South African journal of education*. 30, 13-26.
- Edamo, D.L. (2018). Level of Parental Involvement and its Implications for Improving Students' Discipline and Learning in Secondary Schools in Sidama Zone, Ethiopia. *IOSR journal of humanities and social sciences*, 23 (9), 21-26.
- Elibariki, N. (2014). *The factors influencing shortage of teaching and learning resources in Tanzania primary schools*. Dar Es Salaam: The Open University of Tanzania.
- Harris, M. (2014). *The role of parents on students' success*. London: Oxford University Press.
- Hornby, G., & Lafaele, R. (2011). Barriers to Parental Involvement in Education: An Explanatory Model. *Educational review*, 63(1):37-52
- Kambuga, Y. (2017). The Challenge of Managing Pupils' Discipline in Tanzanian Schools. *Journal of administrative management and training*. 13 (2): 25-33.
- Kayombo, C. (2017). *The role of parental involvement towards students' academic performance among public primary schools in Tanzania: A case of selected primary schools in Ilala District*. Ilala: Open University of Tanzania
- Kiwale, A. J. (2017). *Factors leading to indiscipline in secondary schools in Siha District*. Siha: Open University.
- Mabagala, S. (2016). Prevalence of Professional Misconduct in Nzega District, Tanzania Public Secondary Schools. *African journal of teachers of education*, 5(1), 1-15.
- Manasi, E., Ndiku, J.M., Sang, A., & Ejakait, E. (2015). The Influence of Parental Involvement in Provision of Teaching-Learning Resources on Educational Outcomes: A Empirical Study of Teso North Sub-County Primary Schools. *Advances in social sciences research journal*, Vol. 2(1), 43-53.
- Masabo, L.P., Muchopa, E.D., & Kuoth, W.B.G. (2017). Parental Involvement in School Activities in Kibondo District, Tanzania: Challenges and Remedies. *International journal of education and research*, 5(10), 2411-5681.
- Msaki, E. (2010). *Education sector development programme*. Dar es Salaam: The United Republic of Tanzania Ministry of Education and Vocational Training.
- Ngwokabuenui, P.Y. (2015). Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon. *Journal of education and practice*, 6 (22), 64-73.
- Ntekane, A. (2018). *Parental involvement in education*. Soweto: North West University South

Citation: Mbanga, B. G; Piliyesi, E & Anyona, J. (2020). Parental Involvement and Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*. 4(7), 139 – 156.

- Africa. Rafiq, Fatima, Sohail, Saleem and Khan (2013)
- Reid, K. (2010). *Tackling truancy in schools: Practical manual for primary and secondary Schools*. UK: Routledge.
- Schulz, T. P. (2014). Testing the Neo-Classical Model of Family Labor Supply Fertility. *Journal of human resources*, 21(4), 599 – 634.
- Shayo, E. (2011). Globalization and Primary Education Development in Tanzania: Prospects and Challenges. *Educational journal*, 1-10.
- Umeana, F.P. (2017). *Parents engagement with schools and students in Nigeria*. Michigan: Michigan State University.
- Wanja, G.M. (2014). *The role of parents in resolving students' discipline problems in public day secondary schools in Kenya*. Nairobi: Kenyatta University.
- Wu, M.L. (2015). *Classroom management: Theories and practice*. Taipei, Taiwan: Wunan.
- Yaghambe, S. R. (2013). Disciplinary Networks in Secondary Schools: Policy Dimensions and Children's Rights in Tanzania. *Journal of studies in education*. 3 (4):42-56.