



PARENTAL INVOLVEMENT AS DETERMINANT FACTOR IN MANAGING STUDENTS DISCIPLINE IN KENYA: ASSESSING THE STATUS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS COUNTY

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Abstract

The purpose of this study was to analyze parental involvement as determinant factor in managing students discipline in Kenya; specifically, within public secondary schools in Machakos Sub-County. The objective of this study was to examine the influence of head teachers use of parental involvement on management of discipline in public secondary schools in Machakos Sub-County. The study was guided by situational theory of leadership which is characterized leadership in terms of task behavior and relationship behavior. The study adopted a descriptive survey design. The target population comprised of head teachers, teachers and students. The study sample was 421. Data was collected using 3 sets of questionnaires. Quantitative data was analyzed using Statistical Package of Social Sciences software programme version 22. Inferential analysis was done using chi square statistics at the .05 level of significance. The study established that head teachers need to use a variety of administrative practices to manage students' discipline. The study found that the use of parental involvement

influenced management of discipline significantly ($\chi^2(df(3)) = 21.902; p < .05$). These study findings are beneficial to head teachers and other stakeholders in education in regard to participatory approach in managing discipline issues in schools.

Keywords: Parental involvement, head teacher, Management, Discipline, Public Schools

INTRODUCTION

Worldwide, school discipline continues to be an issue of concern among school administrators. In order to maintain discipline in schools' educators have to devise and implement disciplinary practices that are non-coercive, yet assertive. Indiscipline related behaviors affect the smooth teaching and learning activities negatively while school administrators are left in a state of hopelessness and confusion. It is however noted that head teachers of smooth running schools with fewer disruptions are usually visible to both teachers, community and students. Omemu (2017) points out that principals irrespective of gender must understand the complexity of human beings and prepare measures of tackling anticipated disciplinary problems in their schools. This implies that management of discipline must be on the principals' agenda at all times. He further defines school disciplinary problems as unacceptable attitudes or behaviours that run contrary to the laid down rules and regulations of the school which may be satisfying to the students at that point in time. A number of schools worldwide have reported cases of student indiscipline as highlighted by David; Lauren; Elaine and Rachael (2015) especially among adolescents ranging from improper dressing, drug abuse, use of weapons, physical fights and physical altercation. Simkins (2005) & Cheloti (2015) explain that management is one of the major factors and sometimes the only factor that will determine whether an educational organization be it a school, college or University succeeds or fails. Further, Cheloti (2015) explains that student discipline directly influences the success of a learning institution. Sessional paper number 1 of (2005) on Education, Training and Research recognizes the importance of education managers and emphasizes that their roles must be well defined to enhance efficiency and effectiveness in secondary schools.

Tucker and Singer (2013) points out that these head teachers usually engage in what educators describe as management by walking around. Otara & Uwanyirigira (2018) points out that these head teachers embrace various administrative practices to promote positive relations with students and establish predictable procedures and routines. Some of the administrative practices commonly used worldwide to address students discipline include: school rules, punishment, guidance and counseling, life skills, use of parents, students' council, suspension, expulsion and constant policing of students. For instance, in United States of America, head

teachers use students' council to represent other students and highlight their grievances to school management in order to promote discipline. Newton (2012) points out that some schools in USA have succeeded in improving discipline in their schools through the use of parental involvement. He further notes that head teachers use parents as crucial partners in efforts to create a discipline plan as well as suggestions for ways to communicate with their own children concerning discipline. In South Africa, Manamela (2015) points out that head teachers use parents to manage the student discipline by organizing activities that will invite participation from parents. In these schools' parents help school managers by addressing issues such as indiscipline related behavior for instance drug abuse, riots and truancy. The study by Manemela showed that discipline in such schools was found to have not significantly improved because schools did not create enough opportunities for parental involvement.

Parents, worldwide make a difference in students' achievement and behavior in schools. In Britain head teachers use parents to curb indiscipline issues such as absenteeism, vandalism and use of drugs by combining a welcoming environment, use of clear rules and regulations as well as making the parents to face up to their responsibilities in order to promote discipline (Charles, 2008). In this endeavor, the author argues that parents are requested by head teachers to sign a contract for a fixed term in order to check against students' discipline where the parents agree to attend parenting classes with the aim of improving their child's behaviour. This would be backed by the threat of a court-imposed Parenting Order if they refused to sign or broke the contract. Charles, further observed that use of parents has helped head teachers to plan and maximize positive students' behavior. This implies that there is a significant relationship between head teachers' use of parents and management of discipline in schools.

Eshetu (2014) points out that head teachers in Ethiopia use parents to address serious breaches of discipline in secondary schools such as assault by students on teachers and other students, verbal abuse, sexual and other forms of harassment, threat and intimidation of teachers and other students and supplying or using illegal drugs in order to help in managing student discipline. Further, the author indicates that parents also play the greatest role in creating conducive teaching and learning atmosphere by following up the day to day activities of their children, their friends outside the school and are encouraged to communicate with the concerned body in the school at least once in a month. According to Eshetu (2014), using parents seemed to be successful where head teachers engaged other community members to formulate remedial action on matters of discipline. This implies that the head teacher should work collaboratively with parents and other stakeholders so as to achieve the intended objectives mainly attitudinal change and development of self-esteem among students.

In Kenya, Wanja (2014) points out that head teachers are encouraging parents to spend more time with their children, educate and socialize them in matters pertaining to responsible adulthood hence good behavior. Cheloti, Obae, & Kanori (2014) further emphasized the need for parental involvement through regular meetings between parents and teachers and formation of class representative forums to follow up on student behavior. Head teachers use newsletters, Short Message Services, telephone calls, parent's day resolutions, academic days, interactive sessions and currently WhatsApp platform to report to parents on areas of strengths and weaknesses in learner academic and discipline progression so that appropriate interventions may be targeted for maximum effect; and when and where necessary, parents are required to report to school to discuss discipline matters. Cheloti (2013) and Mutie (2004) concur that stringent measures have to be put in place by head teachers in order to make schools safe hence the need to involve parents and community in resolving violence cases, punishing offenders, and mounting anti-violent campaigns during school assemblies and in other appropriate forums. Wanja (2014) observes that some schools are calm because of involvement of parents on matters of discipline. This implies that schools should therefore create forums where teachers, parents and students can interact and talk openly and freely about violent activities in the schools. In such forums, the dangers of student indiscipline can be explained and measures to stamp it out proposed by all.

Statement of the problem

Increased cases of indiscipline behavior among students in secondary schools in Kenya has become a source of concern to educational stakeholders. The situation is not different in Machakos Sub County. A report by the Machakos Sub County education office (2018), shows that eleven schools experienced riots and destruction of school property in the year 2018. Fifteen schools were closed and others sent on early midterm break in the year 2017 because of different types of indiscipline ranging from destruction of school properties, boycotting of examinations and drugs and substance abuse; while in 2016 eight students were found with petrol and match boxes ready to burn their school. Similarly, in 2015, ten schools were closed due to arson activities, riots, and violence.

The government of Kenya has introduced various measures to address the vice among them; Life Skills Education, Guidance and Counselling programs, mentorship programs, peace clubs and students' council. In 2018, the government introduced and assigned a National Education Management Information System (NEMIS) number to every student. The government further issued directives that students implicated in indiscipline should be electronically profiled and a record stored in their NEMIS number portal (DCI, 2018). Despite these key policies and

measures that the government has put in place to minimize cases of indiscipline, the problem has persisted. The current study explored how head teachers' administrative practices have influenced management of students' discipline in public secondary schools in Machakos Sub County.

Significance of the study

This study may be of great value to school principals, because it may help them to identify management practices that influence school discipline. The school managers can utilize the findings in coming up with strategies to enhance a more effective parent-school partnership in order to promote a pleasant working environment. Also the findings of the study may possibly be used by the Ministry of Education to design programmes and action plan aimed at building capacity of head teachers and education officers to support management of secondary schools in Kenya. Policy makers may perhaps have the opportunity to base their future policies on head teachers' management practices from the results of this study. The study may add to existing pool of professional knowledge on effectiveness of various administration practices in secondary schools in relation to student discipline. Moreover, the study may provide opportunity to school administrators to see the need to review the various school and home based factors which persistently affect student's discipline and are likely to be destructors in their learning. Additionally, the findings may well act as spring board for future researchers who might wish to explore the field of management practices in education further and in-cooperate other factors not included in the study.

Study objective

To examine the influence of head teachers use of parental involvement on management of discipline in public secondary schools in Machakos Sub-County.

Study hypothesis

Ho1: There is no statistically significant difference between head teachers' use of parental involvement and management of discipline in the public secondary schools within Machakos Sub County.

REVIEW OF RELATED LITERATURE

Parental involvement and management of discipline

According to Ceka and Murati (2016) a parent is defined as any adult who is charged with a responsibility of rearing a child, taking care and contributing towards raising their children

whether biological or adopted. According to Ludwig (1999), different countries globally have used different ways to link parents with schools. This has been realized through school meetings, meeting the principal or teachers for coffee, students performances and presentation, involving parents in decision making, offering adult courses in the evening and using community guest speakers just to mention a few. Further, Ludwig (1999) points out that parental participation in decision making involves parents in governance, decision making, and advocacy roles.

Maša and Bunijevac (2017) points out that in Scandinavia head teachers use parents to aid students in succeeding at school. Other reasons include improving school discipline and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons underscore the importance of parents playing an active role in their childrens' education and keeping a strong and positive relationship with schools. Maša and Bunijevac (2017) have observed that schools that use parents as critical component of administration have recorded lesser disciplinary problems. In Britain according to the Department of Education (2016), the head teacher must publicize the school behavior policy in writing to parents at least once per year. In these schools' head teachers involve parents in addressing disciplinary issues including power to search without consent for prohibited items such as illegal drugs, stolen items, pornographic images, tobacco and cigarette papers.

A study in Tanzania by Kadama (2016) on assessment of teachers and parents role promoting students discipline in community secondary schools in Tanzania established that strengthening collaboration between parents and teachers is critical in promoting student discipline. Further head teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline. Additionally, parents are involved through teacher-parent meetings whenever the students are involved in serious disciplinary issues. This was a case study design, comprising of 60 respondents. The study showed that discipline had improved in most schools where parent participation was embraced.

In Kenya, according to Ngare (2014) head teachers through parents' association use parents to help enrich the educational environment and support policies on discipline of students and other issues related to school administration. A typical Parent Association in Kenya consists of all parents and teachers of a given learning institution. Ngare (2014) in a study on the role of Parents Teachers Association in enhancing discipline in public secondary schools in Ongata Rongai Zone, Kajiado County established that most parents were unable to monitor students' progress at home and in school hence parental involvement had no influence on students discipline. Further, the study established that most head teachers rarely involved

parents when dealing with the minor students' discipline. The study used cross sectional survey design with a sample size of 240 respondents. The present study determined how head teachers use parents as a practice in managing discipline in secondary schools in Machakos Sub County.

Study theory

This study was guided by situational theory of leadership by Paul Hersey and Ken Blanchard developed in 1969. Situational theory of leadership is characterized leadership in terms of task behavior and relationship behavior. Task behavior is described as the extent to which the leader spells out duties and responsibilities of an individual or group that includes giving directions and setting goals. On the other hand, relationship behavior is the extent to which the leader engages in a two way or multi way communication which includes such activities as listening, providing encouragement and coaching.

The situational theory of leadership suggest that no single leadership is best instead it all depends on the situation at hand and which type of leadership and strategies are best suited to the task. According to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of the task, the nature of the group and other factors that might contribute to getting the job done. This theory argues that for a management to be effective the organizational design, policies and practices must be appropriate for specific situation that must be taken into consideration.

RESEARCH METHODOLOGY

The study used descriptive survey design, the study population was all the 45 public secondary schools in Machakos Sub County and hence all the 45 head teachers, 45 teachers in charge of discipline. 45 Guidance and Counselling teachers, 45 Form 2 class teachers and 3330 Form two students. The study sample comprised of 16 head teachers, 16 teachers in charge of discipline, 16 class teachers, 16 Guidance and Counselling teachers and 357 students, giving a total of 421 respondents. The study used 3 sets of questionnaires for head teachers, teachers and students to collect data. Instrument validity was ascertained using expert judgment and piloting. Instrument reliability was ascertained using Test -re -Test technique and values from the two testing periods were correlated using Pearson product, moment correlation of coefficient to determine the reliability of the instruments. Data was analysed by use of the Statistical Package of Social Sciences Software Programme (SPSS) version 22 and was done by using descriptive statistics and presented in form of tables showing frequencies and percentages. Hypothesis of the study was tested at the .05 level of significance using the chi square statistics.

RESEARCH RESULTS

Response Rate

A total of 421 questionnaires were distributed during the study. From the data collected, a total of 417 questionnaires were duly filled and returned thus representing an overall return rate of 99 percent.

Respondents' profile

Respondents' gender

Respondents' gender was captured in terms of dichotomous responses as either male or female as shown in Table 1.

Table 1: Respondents gender

	Head teacher	Teachers	Students
Male	12(80%)	22 (45.8%)	204 (57.6%)
Female	3(20%)	26(54.2%)	150(42.4%)

From Table 1, it can be noted that the percentage of male head teachers was more than that of female head teachers. Specifically, the male head teachers constituted about 80 percent of the total sample while that of female teachers constituted about 20 percent of the total. This in essence means that the two-thirds gender rule has been violated in the appointment of head teachers within the county (Constitution of Kenya, 2010). This means that the Teachers Service Commission needs to encourage and promote more females to head public schools in Machakos County. Further, the representation of teachers in the county shows that there was near gender parity in their distribution. In particular, male teachers constituted about 46 percent while the female teachers constituted about 54 percent of the sample. This means that there were more female teachers than male even though the female teachers constituted the minority in headship positions. This again does not depict equity in the distribution of positions of responsibility among the teaching workforce in Machakos Sub County.

As for the students, the distribution by gender depicts that there were more males than females. Specifically, the male sample of students constituted about 58 percent while the female sample of students constituted about 42 percent. It is important to note that Kenya census results of 2019 shows that Machakos as a county has more females constituting slightly over 50 percent of the total population in the county than the number of males (KNBS, 2020). Going by this scenario, it would be prudent to assume that a similar

pattern in terms of ratio of representation would be depicted in school enrollment across all the Sub Counties in Machakos. This therefore calls for concerted efforts by the County government to initiate strategies geared to having more females enrolled in schools within the County in order to reverse this trend.

Respondents' Type of school

The study sought to determine the type of school where the students, teachers and headteachers hailed from. The variable for type of school was measured based on the values depicting whether the school was national, extra County, County or Sub County. The analysis of this parameter is as shown in Table 2.

Table 2: Type of school

Type of school	Head Teachers	Teachers	Students
Extra County	2 (13.3%)	6 (12.5%)	52(14.7%)
County	3 (20%)	12 (25%)	77 (21.8%)
Sub County	10 (66.7%)	30 (62.5%)	225 (63.6%)
TOTALS	15 (100%)	48(100%)	354 (100%)

Table 2 shows that more concentration of the respondents was in the Sub County schools followed by the County schools and the extra County schools in that order. Majority (about 67%) of the head teachers were in Sub County schools followed by about 20 percent who were in County schools while about 13 percent were serving in extra County schools.

As for teachers, about 63 percent were serving in Sub County schools while about 25 percent of them were serving in county schools and about 12 percent were serving in extra County schools. Majority (about 64 %) of the Form two students were enrolled in Sub County schools while about 22 percent of them were enrolled in county schools and about 15 percent were enrolled in the extra county schools.

Parental Involvement in Management of Discipline

The study sought to examine the influence of head teachers' use of parental involvement on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main construct for this objective were drawn from head teachers, the teachers and students. The analysis of the respondents' responses is shown in Table 3.

Table 3: Head teachers responses on the use of parental involvement on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I involve PA members in students discipline	6.7		6.7	46.7	40.0	4.13	1.060
I request parents to sign school rules and regulations documents		6.7	6.7	20.0	66.7	4.47	.915
I involve parents in mentorship programmes	20.0		6.7	46.7	26.7	3.60	1.454
I instruct parents to pay for damages incurred	6.7	6.7	6.7	66.7	13.3	3.73	1.033
I involve parents in the formation of school rules and policies	20.0	6.7	20.0	40.0	13.3	3.20	1.373
I issue parents with periodic newsletter and report cards from school			6.7	13.7	80.0	4.73	.594
I involve parents in annual meetings				13.3	86.7	4.87	.352
I invite parents to discuss discipline issues			6.7	26.7	66.7	4.60	.632
I request parents to write committal letters	13.3		20.0	40.0	26.7	3.67	1.291
Composite mean index						4.11	

Note: all figures are expressed in percent except mean and sd.

The analysis in Table 3 shows that majority (about 87%) of the head teachers involve PA members in student discipline (mean =4.13). About 87 percent of the head teachers strongly agreed that they request parents to sign school rules and regulations documents (mean =4.47). About 73 percent of the head teachers agreed that they involve parents in mentorship programmes while 20 percent strongly disagreed with the statement (mean =3.60). With regard to whether parents are instructed by principals to pay for damages incurred, about 80 percent of the principals agreed with the statement while about 13 percent of them disagreed. On the same vein, about 53 percent of the principals agreed that they involve parents in the formulation of school rules and policies while about 27 percent of them disagreed with the statement. About 94 percent of the head teachers agreed that they issue parents with periodic newsletter and report cards from school (mean = 4.73). There was a strong level of agreement by the principals that they involve parents in annual meetings (mean= 4.87) where 93 percent of the head teachers agreed that they invite parents to discuss discipline issues (mean = 4.60). Similarly, about 87 percent of the principals said that they request parents to write committal letters (mean = 3.67). Overall, principals agreed that they use parents in the management discipline in their schools (mean = 4.11).

Analysis of teachers' response with respect to the head teachers' use of parental involvement in the management of students discipline in schools is as given in Table 4.

Table 4: Teachers' responses on the use of parental involvement on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
Head teachers involve PA members in students discipline			38.0	36.0	26.0	3.88	.799
Parents sign school rules and regulations documents	8.0	8.0	14.0	40.0	30.0	3.76	1.205
The head teacher involves parents in mentorship programmes		12.0	38.0	36.0	14.0	3.52	.886
Parents pay for damages incurred		8.0	14.0	50.0	28.0	3.98	.869
Parents are involved in the formation of school rules and policies	12.0	16.0	32.0	14.0	26.0	3.26	1.337
Parents get periodic newsletters and report cards from school		2.0	2.0	44.0	52.0	4.46	.646
Participation of parents in annual meeting		2.0	8.0	44.0	46.0	4.34	.717
The head teacher invites parents to discuss discipline issues			10.0	38.0	52.0	4.42	.673
Parents are requested to write committal letters	6.1	14.3	30.6	36.7	12.2	3.35	1.071
Composite mean index						3.89	

Note: all figures are expressed in percent except mean and sd.

As for the teachers, Table 4 depicts that about 62 percent agreed that head teachers involve PA members in students discipline (mean = 3.88) while about 70 percent of them agreed that parents sign school rules and regulations documents (mean = 3.76). It can also be noticed from the table that the head teacher involves parents in mentorship programmes as agreed by about 50 percent of the teachers while some 38 percent of them remained ambivalent (mean = 3.52). Additionally, majority of the teachers (78%) agreed that parents pay for damages incurred (mean = 3.98). Regarding whether parents are involved in the formulation of school rules and policies, only 40 percent of the teachers agreed with the statement and 28 percent of them disagreed (mean = 3.26). About one third of the teachers were however neutral. Regarding whether parents get periodic newsletters and report cards from school, about 96 percent of the teachers agreed to the statement (mean = 46). With regard to the participation of parents in annual meetings about 90 percent agreed with the statement (mean = 4.34). Similarly, about 90

percent of the teachers agreed that the head teacher invites parents to discuss discipline issues (mean = 4.42). Finally, about 49 percent of the teachers agreed that parents are requested to write committal letters while about 20 percent of them disagreed with the statement. One third of them were however ambivalent (mean = 3.35). In general, the study found out that the teachers agreed that head teachers use parental involvement in the management of discipline in their schools (mean = 3.89).

The students' responses regarding head teachers use of parental involvement on management of students' discipline in schools is as given in Table 5.

Table 5: Students' responses on use of parental involvement on management of students' discipline by head teachers

	SD	D	N	A	SA	Mean	Std. Deviation
PA members are involved in students discipline	11.6	3.1	15.5	22.6	47.2	3.91	1.338
Parents sign school rules and regulations documents	15.3	6.8	15.0	21.5	41.5	3.67	1.452
Parents are involved in mentorship programmes	10.7	8.2	17.5	29.7	33.9	3.68	1.307
Parents pay for damages incurred	9.1	6.0	10.2	24.4	50.3	4.01	1.291
Parents are involved in formulation of school rules and policies	23.5	13.6	16.4	23.5	22.9	3.09	1.493
Parents get periodic newsletters and report cards from school	3.4	2.0	6.5	11.0	77.1	4.56	.952
Participation of parents in annual meetings	4.0	3.4	8.5	26.1	58.0	4.31	1.033
Invitation of parents to discuss discipline issues	9.3	3.7	7.9	21.8	57.2	4.14	1.275
Parents requested to write committal letters.	32.2	13.9	24.1	17.0	12.8	2.64	1.409
Composite Mean index						3.78	

Note: all figures are expressed in percent except mean and sd.

From Table 5, it can be noted that about 69 percent of the students were in agreement that head teachers involve PA members in students' discipline while about 14 percent of them disagreed with the statement (mean = 3.91). In addition, about 63 percent of the students agreed that parents sign school rules and regulation documents while 22 percent of them disagreed (mean = 3.67). Also from the Table it can be noted that about 63 percent of the students agreed to the statement that parents are involved in students' mentorship programmes (mean = 3.68). Regarding whether parents pay for damages incurred, about 74 percent of the students agreed with the statement while 15 percent of them disagreed with the statement (mean = 4.01). Further, about 49 percent of the students agreed that parents are involved in

formulation of school rules and policies while about 37 percent of them disagreed with the statement (mean = 3.09). Majority of the students (88%) agreed that their parents get periodic newsletters and report cards from the school (mean = 4.56). Regarding participation of parents in annual meetings, about 84 percent of the students agreed with the statement (mean = 4.31). Additionally, about 89 percent of the students agreed that parents get invitation to discuss discipline issues (mean = 4.14). On the statement as to whether parents are requested to write committal letters, most of the students (46%) disagreed with the statement while only 29 percent of them agreed (mean 2.64). Overall the students agreed that head teachers use parental involvement in the management of students' discipline in their schools (mean = 3.78).

DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS

The findings of the study revealed that most head teachers involve parents in the management of discipline in their schools. Specifically, the responses from head teachers revealed that parental involvement is employed in the management discipline in their schools as shown by a mean of 4.11 in Table 3. Teachers on the other hand agreed that head teachers use parental involvement in the management of discipline in their schools as shown by a mean of 3.89 in Table 4. The students also agreed that head teachers use parental involvement in the management of students' discipline in their schools as shown by a mean of 3.78 in Table 5. Ludwig (1999) points out that parental participation in school decision making plays a critical role in school governance, decision making, and advocacy roles. Maša and Bunijevac (2017) point out that head teachers who use parents in decision making succeeding at school governance and such school experience less disciplinary problems. In Kenya, parents' associations play an integral role in the governance of schools and therefore can be used to manage discipline (Basic Education Act, 2013).

As to whether the use of parental involvement by head teachers to manage discipline had a significant influence, the study found out that the level of discipline management in public secondary schools was heavily influenced by parental involvement by the head teachers ($\chi^2(df(3)) = 21.902; p < .05$). This implies that parental involvement in school administration can play a greater role in influencing school discipline. Thus, it can be said that the greater the involvement of parents, the lesser the cases of indiscipline in schools. This finding confirms the findings of a study conducted by Kadama (2016) in the republic of Tanzania on assessment of teachers and parents' role in promoting students discipline in community secondary schools. The study established that strengthening collaboration between parents and teachers was critical in promoting student discipline. However, the findings negate those of Ngare (2014) who in a study on the role of Parents Teachers Association in enhancing discipline in public

secondary schools in Ongata Rongai Zone, Kajiado County found out that parental involvement had no influence on students discipline. The study further established that most head teachers rarely involved parents when dealing with minor students' discipline.

CONCLUSIVE REMARKS

Conclusions

Parental involvement was considered a critical part in the management of discipline in schools. This study therefore set out to establish if parents are involved in the management of discipline by head teachers. It was revealed that majority of the principals involved parents when dealing with discipline matters. From the results of the second null hypothesis which stated that the head teachers use of parental involvement did not have a significant influence on the management of student discipline, a contrary view was established in that head teachers use of parental involvement had a statistically significant influence on the management of discipline in schools within Machakos sub county. This finding therefore led to the rejection of the second null hypothesis and conclusion made that parental involvement played a key role in the management of students' discipline in schools.

Recommendations

As a general recommendation, the Ministry of Education should establish a reward system to compensate disciplined schools. Regarding the parental involvement in discipline management, the study recommends that:

- i. Head teachers should involve parents when formulating school rules and regulations. This will make them own the process and assist schools in decision –making process for the benefit of the school and community.
- ii. School heads should create school committees made of representatives of every class to be involved in students' mentorship programmes and help in managing students discipline. This committee should comprise of parents who have the interest of students at heart in order to build a culture of excellence and discipline in schools.

Limitations of the study

This study utilized one tool to collect data. Perhaps, use of two or more methods of data collection would have corroborated the findings for a better conclusion of the research findings. Secondly, the research question and hypothesis formulated were not unpackaged to address other variables related to this study. This would have enriched the subject area and discussion of this study and consequently influence the current research findings.

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