Extent of Parents Involvement in Enhancing Public Secondary School Students' Discipline in Siha District, Tanzania

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Abstract:
This study investigated the extent to which parent involvement can enhance the discipline of public secondary school students in Siha District. The study employed a convergent design under a mixed-method approach. The targeted population of 17 public secondary schools contains 17 heads of schools, 17 discipline teachers, and 7553 students from public secondary schools in Siha District. A stratified random sampling technique was used to sample 380 students from 15 schools, and a total population purposive sampling technique was used for 15 heads of schools and 15 discipline teachers to form a sample of 410 respondents. The study utilised questionnaires and interview guides for data collection, with instrument validation done by experts in educational planning and admiration at Mwenge Catholic University. The established reliability coefficients for students' Likert items found in questionnaires were 0.842. The reliability of qualitative research tools was established through triangulation. The qualitative data were presented in narrative form and direct quotations and analysed thematically. The quantitative data were presented in a table and summarised in frequencies, percentages, and mean scores. Rigorous adherence to ethical concerns all over the study. The study found that, to a large extent, parent involvement enhances discipline among public secondary school students. The study concluded that parental involvement is crucial in improving student discipline in public secondary schools. The study recommends prioritising parental involvement in addressing student discipline issues rather than resorting to other strategies.

Keywords: *Parents involvement, student's disciplines. School disciplines. Public secondary schools*.

Introduction

Student discipline is not only associated with successful learning strategies but also with decreased complaints and the advancement of academic success (Taylor Bunce et al., 2022). Indicators such as punctuality, adherence to school rules, cooperation, honesty, and transparency are crucial for evaluating student discipline (Zulfana & Wahyuni, 2023). Discipline is essential for maintaining an effective educational environment and fostering student success, reflected in academic performance (Peter & Onyango, 2021). Discipline promotes order, enhances focus, and cultivates a positive school culture, which is vital for academic achievement and personal growth. Ensuring discipline involves enforcing and creating a supportive environment that encourages positive behaviours.

To ensure discipline and safe learning environments, international agreements, such as the United Nations Convention on the Rights of the Child (UNCRC), emphasise the critical role of parental involvement in children's education. Adopted in 1989 and ratified by nearly every country worldwide, the UNCRC recognises the family as the fundamental group in society and the natural environment for the growth and well-being of children. Article 18 of the UNCRC mandates that states must support parents and legal guardians to fulfil their responsibilities, including active participation in their children's education (United Nations General Assembly, 1989).

However, indiscipline issues continue to be complications in Tanzania's public secondary schools. According to Aymelo, (2022) studies disclose that secondary school students exhibit high levels of indiscipline due to various circumstances, including peer pressure, unfavourable attitudes toward learning, negligent parents, and the incapacity of schools to impose rules and regulations. In response, teachers employ several strategies to enhance school discipline, but physical punishment remains a prevalent and

controversial method. The use of physical force or pain as a disciplinary measure is widely recognised as a form of violence by international human rights organisations. Initiatives around the world have aimed to end child abuse and promote alternative disciplinary methods, as seen in Finland, Sweden, and Norway, which banned corporal punishment in 1979, 1983, and 1987, respectively (Masath et al., 2020). The United Nations passed the Convention on the Rights of the Child in 1989 to end all forms of violence against children (UNICEF, 2014). As a result, alternative disciplinary strategies emphasise positive ways to address behavioural issues in school, shifting toward constructive methods to help students develop self-discipline (Dwarika, 2020)

The Tanzania Education Policy of 2014, as modified in 2023, recognises the importance of parental involvement in disciplinary aspects. It outlines parental and guardian responsibilities, including monitoring their children's discipline, morals, and behaviour (URT, 2023). In addition, Tanzania Education Circular 24 of 2002 outlines school corporal punishment guidelines. It highlights the importance of taking disciplinary matters seriously, necessitating permission from the head of school or another designated teacher, accounting for the student's gender, and guaranteeing accurate documentation following the application of corporal punishment. School suspension is the result if the parent or student rejects the penalty. The circular, however, only includes parents and students if they ultimately refuse the punishment; it does not explicitly promote parent involvement throughout the disciplinary process.

Despite these efforts, school violence against children in the guise of discipline continues to be a major problem. Tanzania adheres to the UNCRC, prohibiting corporal punishment of children. Article 19 of the UNCRC states that parties must take appropriate measures to protect children from all forms of physical or mental violence (United Nations General Assembly, 1989). This aligns with the Tanzanian Law of the Child Act of 2013, which prohibits harmful punishment by regulating corporal punishment. However, schools often do not fully adhere to these regulations (Mushi et al., 2022). Studies recommend establishing platforms that encourage parental engagement in school programs to support discipline in secondary schools (Omary & Salum, 2021). Despite these efforts, schools mostly rely on punitive strategies, contributing to increased truancy and dropout rates(Majani, 2020).

According to Tanzania Basic Education statistical data, the dropout rate in Siha District is ominously higher than in neighbouring districts. In 2022, Siha District had a dropout rate of 3.55. In contrast, Moshi Municipality had a dropout rate of 0.3, Hai District had a dropout rate of 1.27, Same had 2.02, and Mwanga had 1.7. This high dropout rate in Siha District underscores the urgent need to address disciplinary issues through safe and constructive methods. The 2023 data also showed many form two repeaters in Siha District, indicating that current disciplinary strategies are ineffective or insufficient (Basic Education Statistical data, 2023). This study aims to explore the extent of parental involvement in enhancing student discipline in public secondary schools in Siha District, Tanzania, and provide recommendations for reducing dropout rates through effective discipline strategies

Statement of the problem

Indiscipline issues among public secondary school students in Tanzania remained a major concern, leading to negative school environments, social isolation, and peer conflicts. Disruptive student behaviour continues to be central challenge in public secondary schools in Tanzania, leading to student mistreatment and mistrust between parents and teachers. (Msiba et al., 2021). Consequently, teachers, parents, students, and other education stakeholders voiced dissatisfaction with teachers' strategies to maintain student discipline in these schools. Traditional disciplinary methods like corporal punishment and suspensions are increasingly criticised for their limited effectiveness and negative impacts on student's academic and psychological well-being, despite ongoing issues with student misbehaviour, including verbal abuse, aggression, and physical harm (Maiti, 2021; Mushi et al., 2022).

The continuation of the lack of discipline for students in public secondary schools raises doubt about the efficacy of parent involvement strategies and worries regarding students' safety and well-being. Thus, the study investigated to what extent parent involvement in school can enhance students' discipline in Siha district public secondary schools.

Research Question

To what extent does parental involvement enhance students' discipline in Siha District public secondary schools?

Significance of the study

The study offers proof of the positive effects parent involvement in school has on students' behaviour in public secondary schools in the Siha district, which benefits various educational stakeholders. This offers evidence-based strategies for creating a compassionate learning environment that supports administration, policy, and teacher education. These findings give educators new, straightforward options for managing students' behaviour without resorting to coercion to violate laws regulating the use of corporal punishment. It also aids in formulating discipline and welfare policies by educational policymakers. This study helps teachers achieve the best possible results by providing essential information about creating a welcoming school culture and implementing effective disciplinary measures. In addition to addressing societal concerns about student violence in schools, this research will build trust and provide teachers with secure and efficient methods for handling student discipline.

Theoretical framework

The 1960s saw the development of Baumrind's Parenting Styles Theory by Diana Baumrind, which divides parenting into four categories: permissive, authoritarian, authoritative, and neglectful. Children raised by authoritative parents who strike a balance between being highly responsive and demanding tend to be well-behaved and socially adept. On the other hand, authoritarian parents may promote obedience but can also cause unease and disobedience due to their high demands and lack of responsiveness. While neglectful parents usually raise children with poor behavioural outcomes, permissive parents often struggle with setting boundaries, which leads to children with self-control issues. According to this theory, parents significantly influence how their children behave, and they can improve school discipline by assuming an authoritative demeanour.

Baumrind's theory its strengths based on classifies parenting styles clearly and shows how these behaviours affect student discipline. The theory highlights the importance of well-balanced parental involvement by designating authoritative parenting as the most effective approach, which combines clear expectations with support. This realisation supports educators and legislators in encouraging student discipline through focused interventions that support authoritative parenting. Furthermore, the empirical evidence supporting the theory offers a strong framework for examining how various parenting philosophies affect children's outcomes, allowing for useful suggestions to enhance student behaviour through increased parental involvement.

Although Baumrind's theory has its advantages, it also has drawbacks. Its main focus on middle-class families limits its applicability to various socioeconomic and cultural contexts. Additionally, by reducing behaviour to just four categories and possibly ignoring subtle differences among the styles, the theory oversimplifies the complexities of parenting. Furthermore, it places too much emphasis on parental behaviour without considering the child's temperament, the reciprocal nature of parent-child interactions, or outside influences like peer pressure, the school environment, and societal shifts. Baumrind's theory offers a useful framework for understanding student discipline, but it should be supplemented with other theories in light of these drawbacks.

Review of Empirical Studies

This literature review centres on empirical studies investigating how parental involvement improves secondary school students' behaviour management. Empirical studies are grouped in this section according to the research question's theme.

Rosalia and Ridha., (2021) researched how Indonesian parents' parenting styles affect their children's acquisition of discipline. A quantitative descriptive correlational research design was utilised to characterise

and explore the relationship between student learning discipline and parental upbringing. Techniques: The Likert Scale questionnaire was used to collect the data, and descriptive statistics and Pearson Product Moment were used to analyse the results. The study discovered that there was a significant positive correlation between parenting styles and student learning discipline, that parenting patterns were moderate, and that student learning discipline was high on level. However, Rosalia and Ridha's study used a quantitative methodology that included a correlational design and a Likert scale questionnaire. This method gives a general overview of the phenomenon but falls short of a mixed-method approach in terms of contextual understanding and depth. A thorough grasp of the problem is impeded by the purely quantitative data-driven approach, which makes it difficult to record complex viewpoints and experiences.

Consequently, a mixed-method approach was used in this study to provide a more thorough understanding. Thus, by incorporating qualitative data, this study offers information on teachers' and students' various experiences and perceptions. The questionnaire is the sole data collection tool used in the Rosalia and Ritha study. The depth and complexity of parental styles and student discipline are not disclosed by such an approach, which limits its applicability. To fill in this gap, the study employed interviews and a semi-structured questionnaire, which allowed for in-depth responses and a sense of the interviewees' attitudes toward one another's viewpoints while also aiding in the complete understanding of the variables.

Ndwandwe., (2023) Using Epstein's Theory of Overlapping Spheres of Influence, the study examined the connection between parental involvement and academic achievement among secondary school students in Ehlanzeni District, Mpumalanga, South Africa. Semi-structured interviews with principals and focus groups with teachers and parents were used to gather data from two secondary schools using a qualitative research design within the interpretive paradigm. Data were captured, verbatim transcribed, and then subjected to a thematic analysis. The findings showed that, despite obstacles to parents' effective involvement, parental involvement was associated with better discipline and learner achievement. The results emphasise how crucial it is to foster relationships between the home and the school, train teachers to encourage parent involvement and create cooperative school-home initiatives to create a common school-family alliance. The study focuses on just two schools in a particular district. It uses a qualitative design, which limits the breadth of perspectives captured, so while it offers important insights into the relationship between parental involvement and academic performance in learners at secondary schools within the Ehlanzeni District, Mpumalanga, South Africa, such results cannot be generalised to other contexts. Therefore, using a mixed-method design in the current study made it possible to improve the validity and reliability of the results, gain a more thorough understanding of the phenomenon, and facilitate better generalisation across various contexts.

Owino., (2023) conducted a study based on social learning theory, a case study from Siaya County, Kenya examined the impact of a parent's approach to managing discipline. Principals, teachers, and students from public secondary schools were involved in the convergent parallel mixed-methods design. Data were gathered through systematic and straightforward random sampling techniques in questionnaires and interviews. SPSS was used to analyse the quantitative data, and theme research was used to conduct the qualitative analysis. Although the findings unequivocally demonstrate that parental involvement substantially impacts students' academic performance, there is still room for improvement in how this tactic is applied. However, this study examined how parental participation affected students' academic achievement in Kenya's Siaya District. Because Kenya and Tanzania have different contexts, conclusions and suggestions from one may not necessarily apply to the other. Thus, this study seeks to close the context and theme gap by examining how parental involvement can improve student discipline in Tanzania's Siha District.

Peter Seni and Onyango (2021) examined parental involvement's impact on children's academic performance in public secondary schools in Nyamagana District, Tanzania. There was the use of a mixed approach design. Teachers and parents were conveniently chosen, and the study sample consisted of 88 students chosen by simple random sampling, DEOs and WEOs purposefully chosen. Interviews and questionnaires were used to collect data. The results indicate that many parents must support their children's education more successfully. Simultaneously, there was a need for better community involvement, parental

involvement in school development activities, supervision of students' at-home learning, and good communication with teachers. While there has been some parental involvement in school-related decision-making, overall parental engagement may have been better. The study's conclusions provide insightful information about parental involvement, including participation in school activities and teacher communication. However, the main focus of this study is how parental involvement affects academic performance, with particular attention paid to teacher-student communication, school development initiatives, and monitoring of at-home learning. Even though these factors are important, the study does not account for the extent to which parental involvement affects student discipline. Examining this dimension provided a fuller understanding of how parental involvement impacts behaviour, discipline, and other areas of student development.

Omary & Salum., (2021) A study looked at parental involvement in secondary education in Dar es Salaam, Morogoro, and Kagera, among other regions of Tanzania. Purposive random sampling was used to sample 168 parents, teachers, and students. Questionnaires and interviews were among the qualitative and quantitative methods used in the data collection. The study concludes that there is a need to increase parental involvement in their children's education. It is suggested that platforms be established to encourage parental involvement in school programs to support their academic endeavours. However, the study focuses on parental involvement in secondary schools in various Tanzanian regions. This study fills a knowledge gap by articulating the extent to which parent involvement can improve discipline.

Numerous studies, such as Rosalia and Ridha (2021), have been done on parental involvement among schoolchildren. These studies used a quantitative approach, but they need to be improved in a thorough mixed-method analysis. Owino (2023) emphasised contextual differences in applying findings, while Ndwandwe (2023) had a small sample size that limited generalizability. The impact of parental involvement on student discipline is not sufficiently examined explicitly by Peter Seni and Onyango (2021), and Omary & Salum (2021) did not provide information on this impact across Tanzanian regions. These discrepancies necessitate a thorough investigation using a mixed methodology to examine how parental participation improves students.

Methodology

This study adopted a convergent design under a mixed research approach, where questionnaires and interview guides served as instruments for data collection. This study population was 15 public secondary schools with 15 heads of schools, 15 discipline teachers and 7553 students in Siha district. Moreover, heads of schools are included as critical decision-makers on disciplinary strategies and discipline teachers, who have supervising or advisory roles in managing student discipline. Students were also consulted, as is only appropriate given that students ultimately deal with discipline.

To ensure equity representation based on gender, levels, and population size, students were represented in the sample, stratified sampling was applied. According to Kombo and Tromp, (2021)stratified sampling argues that the sample includes all population sub-group members. A Stratified random sampling techique was used to select students from subgroups to get 380 students. Total population purposive sampling was used to get 15 heads of schools and 15 discipline teachers, making up 410 respondents.

The study gathered student data through questionnaires. Headteachers and discipline teachers were interviewed. This is consistent with the criterion of face validity, where by experts in educational planning and administration at Mwenge Catholic University determined. Pilot testing was conducted in two public secondary schools from Siha district, where by Cronbach's Alpha coefficient of 0.842 for student Likert items was obtained. Triangulation was undertaken to assess the credibility of the tool in qualitative research.

Students responded using Likert scales, while head and discipline teachers contributed through interviews. The quantitative data from students were analysed with frequencies, percentages, and mean, whereas responses from headteachers and discipline teachers were thematically analysed using direct quotations.

Research Findings and Discussion.

The study aimed to determine how much parent involvement can enhance discipline among public secondary

school students. Data was collected through questionnaires distributed to students, and interviews were conducted with heads of schools and discipline teachers. A five-level Likert scale was utilised for data analysis, with 1 representing Very Small Extent (VSE), 2= Small Extent (SE), 3=Moderate (M), 4=Large Extent(LE), 5=Very Large Extent (VLE), f=frequencies, %=Percentages. The frequency and percentage distribution of responses were categorised as follows: ≤ 20=extreme minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very large majority; 90-99=extreme majority; 100=overwhelming majority (Taherdoost, 2019). A mean score greater than 3 indicated that parent involvement enhanced students' discipline, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implies parental involvement has either or not enhanced students' discipline (Hutchinson & Chyung, 2023).

However, the study sought to establish a consensus by merging specific response categories for clarity and agreement. Specifically, responses indicating very small extent (VE) and small extent (SE) regarding the extent to which parent involvement enhances discipline were combined into a single category labelled as "small extent." Conversely, responses denoting very large extent (VLE) and large extent (LE) were aggregated to create a category labelled as "large extent." Responses from students are summarised in Table 1.

Table 1 : Student responses on the extent of parent involvement can enhance public secondary school student discipline in Siha district, Tanzania (n=380)

ITEMS	VSE		SE		M		LE		VLE		
	f	%	f	%	F	%	F	%	F	%	Mean
Parent involvement in schools influences the levels of respect towards teachers and peers	20	5.3	16	4.2	8	2.1	80	21.1	256	67.4	4.41
Parent engagement strategies influence students to develop a sense of responsibility in adhering to school rules.	13	3.4	24	6.3	10	2.6	125	32.9	208	54.7	4.29
Parent involvement in school contributes to the cultivation of punctuality	20	5.3	46	12.1	14	3.7	144	37.9	156	41.1	3.97
Parent participation in school promotes my commitment to honesty.	11	2.9	33	8.7	20	5.3	128	33.7	188	49.5	4.18
Parent engagement strategy contributes to nurturing my sense of cooperation and teamwork.	24	6.3	51	13.4	20	5.3	144	37.9	141	37.1	3.86
Parent involvement contributes to cultivating students caring behaviour towards classmates and the school community.	24	6.3	44	11.6	16	4.2	127	33.4	169	44.5	3.98
Parent engagement in school influences students' self-motivation.	21	5.5	24	6.3	6	1.6	109	28.7	220	57.9	4.27

	VSE f	VSE %	SE f	SE %	M f	M %	LE f	LE %	VLE f	VLE %	Mean
Parent involvement strategies influence students' adaptability in handling changes and challenges in school.	19	5.0	31	8.2	13	3.4	146	38.4	171	45.0	4.10
Parent engagement in school contributes to cultivating my sense of organisation and maintaining an orderly environment.	23	6.1	54	14.2	20	5.3	153	40.3	130	34.2	3.82
Parent involvement influences empathy and understanding among students in our school. **General Mean**	25	6.6	33	8.7	12	3.2	131	34.5	179	47.1	4.07 **4.09**

Source: Field Data 2024.

Key: f = frequency, %= percent, VSE =Very small extent, SE = Small Extent, M= Moderate extent, LE=Large extent, VLE= Very Large extent

The data in Table 1 portrays public secondary school students' views on how parental involvement enhances school discipline. Students rated the potential impact of parental engagement on various aspects of school discipline, aiming to assess how it could contribute to overall improvements in student behaviour.

The data in Table 1 indicates that a very large majority (88.5%) of students in public secondary schools rated parental involvement in schools, to a large extent, as influencing the levels of students' respect towards teachers and peers. The mean score was 4.41. This implies that the majority of students in public secondary schools believe that parent involvement in schools influences the levels of students' respect towards teachers and peers. A mean score suggests that, to a large extent, students believe that parental involvement has a vital impact on how they respect their teachers and peers. The Headteacher of school A argues that; "*generally speaking, parents are essential in fostering discipline and forming the general school culture.*" (HoS A, personal communication, 05 March 2024). Furthermore, The Head of School E commented, "*Involving parents in serious disciplinary matters, such as fights, theft, and disputes among students, inspires students to work towards mutual respect and the school community as a whole.*" (HoS E, personal communication, 29 April 2024).

Based on the interviews with the heads of schools A and E, parental participation plays a critical role in fostering good behaviour and a disciplined school environment. While the Head of School E emphasised that involving parents in major disciplinary issues, like fighting, theft, and conflicts, encourages students to respect each other and the larger school community, the Head of School A emphasised the importance of parents in fostering discipline. These findings imply that parents' active participation in disciplinary procedures can improve their children's respect for and compliance with school rules. These findings coincided with the study of Ndwandwe (2023)) who concluded that parental involvement is the most effective way to encourage children's positive behaviour. Furthermore, the results align with Diana Baumrind's parenting styles theory, which underscores the importance of an authoritative approach characterised by parents setting unambiguous expectations and consistently offering support. This approach balances being highly demanding and responsive and encourages students to learn self-control, respect, and positive social behaviour. It also reflects the benefits of collaboration between parents and educators.

Data in Table 1 reveals that a very large majority (87.6%) of students rated that, to a large extent, parent engagement influences students to develop a sense of responsibility and adhere to school rules. The mean

score was 4.42. This suggests that the majority of students think that parental involvement has an essential impact on their sense of responsibility and compliance with school policies. According to a mean score, students believe parent involvement is crucial in forming their sense of responsibility and compliance with school policies. During a face-to-face interview with the Head of the school F, commented that;

Because every student whose parents are involved is motivated to please their parents, parental involvement in school issues tends to increase students' struggle to complete their assignments and improve performance. The student adopts discipline because they don't want to bring shame to their parent in the neighbourhood. (HoS F, personal communication,18 March 2024)

In an interview with the discipline teacher, the teacher commented, "*Students who have involved parents are more likely to refrain from misbehaviour; this is especially true of strict parents who use strength and positivity to guide their kids toward their goals and maintain school discipline.*" (DT M, personal communication,11 April 2024). The information gathered from the interviews with Head of School F and Discipline Teacher M indicates that parental involvement is critical in encouraging students to uphold discipline by following their parents' lead and instructions. Suggests that the Parent Engagement Strategy enables students to grow in their sense of accountability for following school regulations. These results aligned with a study by Owino (2023), which found that consistent parental involvement in student discipline strengthens expected behaviours in students and creates a supportive and encouraging learning environment.

Data in Table 1 shows that the very high majority of students (79%) rated to a large extent parental involvement in school contributes to students' punctuality habits. The level of agreement was further evidenced by the mean score of 3.97. This means that students pointedly develop a sense of punctuality under the influence of parent evolvement. The Head of School C commented that;

Students maintain good attendance and punctuality in class when parents and teachers communicate regularly. Some parents must inquire further and provide the school administration input after learning of an absence. (HoS C, personal communication, 12 March 2024).

Discipline teacher from school M added that;

Some parents exert a positive influence on discipline. When parents are informed about their children's disciplinary issues, it is often the first step towards resolving them. This is especially true for children who leave the house for school but do not go. Parents may relax, believing their children are in school, but they begin to follow up and help resolve the issue when informed otherwise. (DT M, personal communication, 11 April 2024.)

This information demonstrates that the head of school and the discipline teachers concur that parental involvement helps foster attendance and punctuality. This suggests that encouraging students to be well-behaved, punctual, and generally disciplined requires regular communication between parents and teachers. Parents who are actively involved and informed are more likely to address and resolve behavioural and attendance issues in their children, which helps to maintain a more orderly and disciplined school environment. This finding concurs with Omary and Salum (2021) study, which discovered that creating avenues for parents to become involved in school programs will boost students' academic endeavours, including their academic achievement interests.

Data from Table 1 further show that the very large majority of students (83%) rated to a large extent that parent participation in school promotes students' commitment to honesty. The mean score of 4.18. This implies that the majority of students accept as true that parent participation in school to a large extent promotes students' commitment to honesty. A mean score suggests that, on average, students see parent participation as a strong driver in fostering students' commitment to honesty within the school environment. During face-to-face interviews with Discipline teachers from school I argued that;

Certain aspects of school discipline, like honesty, openness, and equity, are rooted in the family. Children who receive honesty from their parents from a young age regularly excel in these subjects in school. Since they know their parents are watching their accomplishments, these students typically uphold the values taught at home. They also respect their parents by acting appropriately and being dedicated to their studies. (DT I, personal communication,19 April 2024).

Another discipline teacher's school, M, commented, "*Since parents provide guidance and education, their involvement in the school can result in better behaviour from their children.*

"(DT M, personal communication,11 April 2024).

This data demonstrates that the family is frequently the source of disciplinary values like justice, openness, and honesty. This suggests that parent involvement in school matters can preserve disciplinary elements often derived from family upbringing, such as truthfulness, transparency, and fairness. A child's behaviour in school is based on the values that their parents instil in them at home. This is consistent with Baumrind's Parenting Styles Theory, which holds that children learn self-discipline and social responsibility from authoritative parenting, which involves parents setting high standards and being supportive. In supporting that, another discipline teacher commented:

While most people view parental involvement as beneficial, it's essential to understand that different parents have different levels of influence and disciplinary skills. Including self-assured parents in student affairs can sometimes lead to poor results because of their ignorance and occasionally even morality. (DT K, personal communication, 22 March 2024).

Information provided by discipline teachers implies that parental involvement in public secondary schools is generally beneficial for promoting discipline, but the degree of that benefit can vary depending on the unique qualities and skills of the parents involved. This finding is in line with Omary and Salum (2021). Parents might need to acknowledge that they still have academic obligations at home even when their kids are in school. Other factors, such as limited financial resources and time, influence their reluctance to devote time and money to their children's education.

Data in Table 1 indicates that the very large majority (75%) of public secondary school students rated that a large extent of parent engagement strategy pays to nurture the sense of cooperation and teamwork in schools. The mean score was 3.86. This means that, to a large extent, parent engagement strategies contribute to fostering a sense of cooperation and teamwork within schools. According to a mean score, students generally acknowledge the value of parental involvement in encouraging collaboration and teamwork in the classroom. During the interview, one Head of School made the following observation:

Student behaviour and responsibility frequently improve when parents and teachers work together more and communicate more. My experience demonstrates that kids are more cooperative when parents and teachers communicate. Additionally, these students are more likely to alert authorities to their peers' inappropriate behaviour, which helps them control the environment in which students learn by reporting misconduct together. (HoS Q, personal communication, 10 April 2024).

Also, through interviews, discipline teachers commented;

The sense of cooperation sometimes comes from the home, where these disciplines are rooted. Children with cooperative parents are rarely uncooperative in school. This could result from students realising how important it is to collaborate and speak with their parents clearly. (DT I, personal communication,19 April 2024).

The interviews with the discipline teacher and the head of school Q I suggest that parents and teachers working together and communicating effectively will positively impact students' behaviour and sense of responsibility. The Head of School Q noted that when parents and teachers communicate well, students are more likely to be cooperative and responsible, which creates a more controlled and encouraging learning environment. Furthermore, students in these collaborative environments are more likely to report misconduct by their peers, which helps maintain discipline in the classroom. Discipline Teacher 'I' emphasised that cooperative families tend to have cooperative children who behave similarly in school, implying that cooperation originates at home. These observations highlight how crucial it is for parents and teachers to work together to develop a community of disciplined and accountable students.

Data in Table 1 indicates that the very high majority (77.9%) of students in public secondary schools rated to a large extent that parent involvement contributes to cultivating caring behaviour towards classmates and the school community. The mean score was 3.98. This suggests that, in public secondary schools, parents'

involvement is mainly responsible for encouraging students to behave in a caring manner towards their peers and the school community. Most students acknowledge that active parental involvement in their children's education directly contributes to the growth of empathy, respect, and supportive peer relationships. This emphasises the importance of supporting and encouraging parental involvement in school activities to foster a positive and compassionate school culture.

The discipline teacher from school E commented that;

There are situations where someone finishes food intended for everyone without thinking about others because some students do not consider other people. Similarly, some students deny others access to their learning resources. However, we do not involve parents in resolving these cases because they are minors at our school. However, these actions could result from the parental guidance they receive at home. (DT E, personal communication, 29 April 2024).

Also, through an interview with the discipline teacher commented;

Though not strongly, parents do influence students who exhibit caring traits. Some students, despite the influence of their parents, have caring behaviours inherently. For example, you might encounter a very compassionate student whose parents are antisocial. (DT L, personal communication, 22 March 2024).

The view of discipline teachers E and L show that parent involvement increases students' feelings of caring, but teachers do not think it is important to tell parents about issues related to undisciplined care; this is the reason that the number of parent participation is slightly lower than in other areas because parents do not think it is important to share information about issues related to undisciplined care. The study's findings align with those of Hill, (2022) who confirmed that parental involvement in their kids' education positively correlates with their kids' academic, social, and emotional growth.

Data in Table 1 indicates that a very large majority (86.6%) of students rated that parent engagement in school influences students' self-motivation to a large extent. This implies that parents' involvement in school activities enormously affects students' motivation. The majority of students believe that having their parents actively involved in their education increases their motivation and excitement for learning. This emphasises how important it is for parents and schools to work together to build strong partnerships to support student's success in the classroom and how important parental involvement is in inspiring students to meet their academic goals. The information obtained through an interview with a discipline teacher J commented, *"Parental reporting of disciplinary issues to other authorities holds students responsible and encourages the student to refrain from similar actions both at school and when they return home."* (DT J, personal communication, 18 April 2024). Also, through interviews with discipline teacher Q, commented;

In contrast to parents who don't participate or only stand by their kids to defend them, parents who actively work with teachers in all areas, including dealing with misbehaviour during the learning process, typically become more motivated and disciplined. (DT Q, personal communication, 10 April 2024).

According to Discipline Teachers Q and J, encouraging parental participation and working together with educators to resolve disciplinary matters is essential to fostering student accountability and enhancing behaviour. According to discipline teacher J's remarks, parents who report disciplinary issues to other authorities hold teachers more accountable and encourage students to avoid unfavourable outcomes at home and school. Teacher of Discipline Q's observations also suggests that compared to students whose parents do not participate or only defend their children, those whose parents collaborate closely with teachers to address misbehaviour tend to become more motivated and disciplined. These findings emphasise parental involvement in creating a safe and orderly learning environment. The study's findings are consistent with those of (Grolnick and Pomerantz, (2022), who confirmed that positive parental and teacher involvement affects students' academic engagement by helping them feel competent, related, and autonomous.

Data in Table 1 indicate that a very large majority (83.4%) of students rated that a large extent of parent involvement strategy influences students' adaptability in handling changes and challenges in school. This portrays that to a large extent, parent involvement impacts students' adaptability in handling changes and challenges within the school environment. The majority of students believe that having parents who are actively involved in their education ominously increases their flexibility and fortitude when dealing with

various school-related challenges. This emphasises parental involvement in helping students acquire the abilities necessary to successfully navigate and manage change, thereby promoting their overall academic and personal development.

In an interview concerning the impact of parental involvement on improving school discipline with a discipline teacher, the discipline teacher from C said, "*Parental involvement facilitates the resolution of disciplinary issues with students, their ability to make wise decisions, and the development of situational awareness.*"(DT C, personal communication, 14 March 2024). This argument also concurred with the head of the school, who commented that;

Students gained a sense of flexibility and adaptability and increased awareness of what was going on at school, thanks to the collaborative relationship between their parents and teachers. Through this collaboration, students could make well-informed decisions about various significant issues, including choosing career paths, schools for further education, and subject combinations. (HoS O, personal communication, 25 April 2024).

According to the opinions of the discipline teacher C and the head of school O, parental participation is essential for assisting students in resolving disciplinary issues and making wise choices. The school C discipline teacher claims that parent involvement helps address disciplinary issues and develop critical problem-solving skills. The head of the school agreed, highlighting the benefits of a cooperative relationship between parents and teachers in terms of raising students' awareness of what's going on in class and encouraging flexibility and adaptability. This partnership helps students make more informed decisions about their careers and academic choices, like which subjects to study and how much more education to pursue. Collectively, these observations demonstrate the important influence that parental participation has on students' general growth and capacity for making decisions. The study's findings align with those of Chen and Mok (2023). Students' academic flexibility and adaptability are positively correlated with their perceived parental involvement, a relationship partially mediated by their mastery and performance-approach goal orientations.

Data in Table 1 portrays the responses that the very high majority (74.5%) of public secondary school students rated a large extent that parent engagement in school contributes to cultivating my sense of organisation and maintaining an orderly environment. This portrays that parent engagement in school contributes to a large extent to cultivating students' sense of organisation. The level of agreement was further evidenced by the mean score of 3.82. This emphasises the importance of parental involvement in fostering organisational habits among students. Conversely, a minority of students (20.3%) rated parent engagement to a small extent, indicating a potential area for improvement in involving parents effectively. This suggests that students' capacity to keep the school environment orderly is improved by active parental involvement, creating a favourable learning environment. This was also commented on by the discipline teacher from school Q.

In my experience, the school culture and the direction of teachers play a major role in developing organisational skills. Our primary method of teaching interns these skills is through routine follow-ups regarding organising their belongings. Compared to students from day schools, boarding students have been found to perform better in this area. (DT Q, personal communication, 10 April 2024).

The head of school C commented that;

Several skills, like tidying their things, eating and speaking politely, dressing appropriately, and more, are actively taught to their kids by some parents. Nonetheless, it is noted that many parents these days are focused on their jobs and finances. Because they think everything their kids need to grow up will be taught in a classroom, they put much trust in schools to teach them these skills. (HoS C, personal communication, 12 March 2024).

This information indicates that when parents cannot assist due to their hectic schedules, schools and teachers play a critical role in helping students develop organisational and other critical life skills. This suggests that successful parents actively teach their kids how to be organised. However, because of various obstacles, like hectic schedules or other priorities that the best parent selects, most of them give up this duty

to the teachers. Generally, the study found that the majority of respondents agreed that, to a large extent, parent involvement can enhance discipline for the students. The level of agreement was further evidenced by the mean score of 4.09. This inclusive finding mainly contributed by the large contribution of disciplinary aspects by parent involvement, which includes respect, responsibilities, and honesty, while a minority of students ranging from perceive parental involvement as having a minimal impact on enhancing student discipline, indicating variability in parental influence and engagement

Conclusions

Based on the findings, the study concludes that to a large extent parental involvement enhancing student discipline in public secondary schools. Parental engagement positively impacts students' respect towards teachers and peers, sense of responsibility, punctuality, commitment to honesty, cooperation, caring behaviour, self-motivation, adaptability, and organisational skills.

Recommendations

Based on the Conclusion of the study, the study made the following recommendations,

The head of the school should prioritise building and maintaining effective communication channels between parents and teachers, facilitating regular parent-teacher meetings, and encouraging parental involvement in school activities.

Discipline teachers should work closely with parents to address behavioural issues and provide consistent support for students, reinforcing positive behaviours at home and school. Students should be encouraged to engage with their parents about their school life and seek guidance in developing self-discipline and social responsibility.

Policymakers should encourage and facilitating parental involvement in schools. This can include creating guidelines for parent-teacher communication, providing resources and support for parental engagement initiatives, and ensuring schools have the necessary infrastructure to support these activities.

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