

Journal of Education

ISSN Online: 2616-8383



Parents-Teacher's Partnerships and Students' Discipline in Rwanda Secondary Schools

Byiringiro Dany & Dr. Hesbon Opiyo Andala

ISSN: 2616-8383

Parents-Teacher's Partnerships and Students' Discipline in Rwanda Secondary Schools

¹*Byiringiro Dany & ²Dr. Hesbon Opiyo Andala

¹Post graduate student, Mount Kenya University, Rwanda

²Dean, School of Education, Mount Kenya University, Rwanda

*Email of the corresponding Author: byiringirodany5@gmail.com

How to cite this article: Dany B. & Andala H., O. (2020). Parents-Teacher's Partnerships and Students' Discipline in Rwanda Secondary Schools. Journal of Education. Vol 3(4) pp. 67-75.

Abstract

The standard level of partnership between teachers and parents play a significance role in the promotion of students' discipline inside and outside of school environment. Therefore, the purpose of this paper was to establish the relationship between parents-teachers partnership and students' discipline in Huye secondary schools. This paper employed correlational research design. The target population comprised 444 people and sample size of 88 respondents got by using JAVON, formula. Document analysis review, questionnaire and interview schedule were used as instruments of data collection. The findings revealed that 73.1% of respondents disagreed on the effective parents and teachers partnership based on management of students' discipline. Despite, 27.7% of teachers sampled agreed that they work with students to solve discipline cases. The findings revealed that 54.9% of respondents indicated that students' attend schools frequently while 45.2% indicated that parents are involved in management of students' discipline. The findings also showed that there is no statistical significance relationship between parents-teachers partnerships and students' discipline. This paper recommends that parents need to be sensitized on their contribution to student's discipline and school authorities should allow teachers and parents to participate in school decision making that that can lead to students' discipline.

Keywords: *Parents-Teachers Partnership, Students' Discipline, Secondary Schools & Rwanda.*

1.1 Introduction

Globally, every teacher has to deal with disrespectful students and no two situations are alike, perceptive teachers can find ways to manage the situation. Teachers keep in mind that a child does not really know a person to another. Therefore, to minimize the disruption in your classroom. Depending on the degree of disrespect from rolling eyes and heavy sighs to loud remarks, you can choose to keep everyone else as on task as possible (Weigel, Martin & Bennett, 2005).

In Africa, the partnership of teachers and parents needs to be improved in order to establish effective discipline that helps to develop desirable student's behavior that consequently enables them to perform in examinations (Vakalisa & Jacobs, 2001). This implies that if school has effective discipline, the academic performance will be good. Despite, Vakalisa and Jacobs (2001) revealed that if a school lacks effective discipline, the academic performance will be poor. It is therefore in the above context that the principal as school manager needs to have an effective leadership style so as to acquaint himself with the challenges of disciplining learners.

In East Africa, positive parent-teacher relationship contributes to children's school success where effective teacher-parent-child relationship indicate the way promote the thinking skills among youths so to get better life and bring positive change (Becker, 2009). The government of Kenya through the ministry of education established that positive parent-teacher relationship helps your child feel good about school and be successful in school (Levin, 2011). According to Becker (2009), parents need information about what and how their children are learning, and teachers should get important feedback from the parents about their children's academic and social development.

In Rwanda, learning institutions state various strategies that build positive relationship with teachers and parents for the purpose of indicating better students' discipline and performance. The school administrators should help children to develop own relationship with teachers (Michael, 1982). Therefore, Communication on both sides is extremely important in the improvement of students' discipline in school setting.

1.2 Problem Statement

Families send children to school, where they hope their children will become learners with the tools they need to succeed in life. Schools take children from and send them back to their families, where they assume the families will provide the support that children need to grow and learn. This circle, in which home and school share the resource of children, is one that has been the focus of development, debate, and data collection. Most educational institutions have some formal home-school group, whether it is a parent board, a School Advisory Council, all working to bridge the space between families and education. The attention to the topic is even framed legislatively with a national education goal whose focus is partnerships: "By the year 2020, every school should promote parents' teachers' partnerships that will be the source of students' discipline." (National Education Goals Panel, 1995).

However, the discipline master, teachers and parents' committee in Rwanda have noted that while some students perform highly in discipline and others do not perform well. Much as the situation described here causes concern, it is not yet known why nowadays most of the students fail to attain the discipline standards expected of them.

This can cause negative impact on student's management and decrease the students' performance. The Problem statement will focus on parents who don't take care the discipline of their children at home which has the impact to teachers' management of students' discipline at school.

1.3 Objective of the paper

The objective of this paper was to establish the relationship between parents-teachers partnership and students' discipline in Huye secondary schools in Rwanda.

2.1 Literature Review

2.1.1 Effective educational management strategies

Education and Educational Leadership is the key to a bright future. This saying have long been used by parents, but the ones who carry the responsibility of giving everyone the Education and Educational Leadership that they need to actually have a bright future falls to teachers. It is important that teachers have effective Educational Management Strategies to keep their classes in disruption free while still keeping the respect and fondness of the students. Here are some tips to have an effective educational management plan (Gyekye, 2002).

According to Leedy and Ormrod (2001) teacher commonly want to avoid interruptions in class as this disrupts your flow of thoughts. When that happens, you will not be able to follow up your momentum with helpful exercises, activities, or other important things that you have to say as you have a tendency to forget about it. So it is only important that you deal with class disruptions with as little interruption as possible. As Education and Educational Leadership is, will not be understood with many disruptions. Beck *et al.* (2011), revealed that teachers should do this by asking one of the students causing the disruption a question or two and get them back on track. This will also enforce on your students the thought that there is a discussion going on and that they have to listen because the teacher will ask questions some time in class. You can also stop the disruptions with a good laugh, to wake up your students' brain cells and get back to the discussion. This will give a lighter and better ambience in the room which will help in learning. You should also keep the respect that your students have for you. Every first meeting, students will automatically have a high form of respect for his teacher. Students should preserve this respect throughout the whole year. Students will quickly assess what he will be able to get away with, so it is important that you have a clear discipline plan in class and enforce it from first meeting onwards to the last.

Educational Administrators should be selective in your rules as no one will be able to follow rules as precisely as possible. Make sure that you tell them that you expect discipline while classes are ongoing and when they will be allowed to mingle with other students. Have clear punishments for specific misbehaviors. School administration should always be consistent in discipline methods and should avoid not noticing any misbehavior today and getting exaggeratingly mad about a single one tomorrow, as this will cause your students to lose respect for you. Teachers should also be fair always in your decisions as your students are intelligent creatures and have the capacity to judge what is wrong or not. If you can, you should always explain why something that they have done is wrong. This will let them understand your way of thinking and follow your rules properly as they will know the reason behind it.

Whatever happens, you should avoid confrontations in public or in front of other students. Always keep confrontations private because you don't want your students to "lose face" in front of his peers. This is also respecting how he is and also allows you to explain to him properly what he has

done, get his view about it without thinking that other may hear, and lets you know the truth. If your students share a secret, or confess to you something they don't want to tell others, then keep it a secret. Remember that you will only get the same amount of respect that you give your students, as according to certain saying, "Respect is not something that you receive, but something that earned". Lastly, it will be greatly helpful if you start your day fresh and positive. Don't assume negative things as this will cause you to act differently towards your students and that will not be healthy for your class. Keep expectations with each student high and keep clam when someone misbehaves while still enforcing firm discipline, and you'll get through the year with flying colors (Gyekye, 2002).

2.1.2. Parental participation in students' discipline

The range and depth of emotions which parents display to their children builds up the psychological interior of their children. Emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are superior (Chakra & Prabha, 2004). Therefore, parents need to provide encouragement as well as an enabling environment for children to study and do homework. Chakra and Prabha (2004) also added that schools may need to go to parents to raise awareness of how they can assist their children.

Truancy and bullying are also prevalent. While the family lays the psychosocial, moral and spiritual foundations in the overall development of the child, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s) (Eweniyi, 2002). According to Deepshika and Bhanot (2011) family environment and its impact on their social emotional adjustment revealed that eight family environment factors, cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of the adolescent students.

Osher, Bear, Sprague and Doyle, (2010) stated that behavioral supports and social and emotional learning improves school discipline practices and students' behavior. Sheldon and Epstein, (2002) postulated that creating more connections and greater cooperation amongst the school, family and community contexts is one way for schools to improve student behavior and school discipline. On the other hand, Okorodudu, (2010) posited that parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behavior.

3.0 Methodology

This paper adopted correlation research design in order to find whether there is parents-teachers partnership and discipline of students in secondary schools. The target population comprised 444 people and sample size of 88 respondents got by using JAVON (1985) formula. Document analysis review, questionnaire and interview schedule were used as instruments of data collection.

4.0 Findings

This study aimed to determine the relationship between parents-teachers partnership and students' discipline in Huye secondary schools. This study adopted descriptive analysis based on teachers and parents partnership and students' discipline as well as relationship between variables.

4.1 Parents-teachers' partnership

The instrument used in data collection was distributed to students to get information about school organization and showing the parents involvement in schools' activities.

Table 1: Presence of school committee

		School			
		Ngoma		Tumba	
		Count	Row N %	Count	Row N %
Do you have school committee	Yes	28	84.8%	12	85.7%
	No	5	71.4%	2	28.6%
Does your school parents committee function	Yes	8	45.0%	5	16.9%
	No	24	83.1%	9	45.0%
	Not sure	1	100.0%	0	0.0%

The findings show that 28(84.8%) agreed in Ngoma and 12(85.7%) in Tumba agreed that their school had a school committee in place. The majority therefore agreed that the school had a school committee. To find out whether the school committee function, 8(45.0%) and 5(16.9%) in Ngoma and Tumba agreed respectively. However, majority of disagreement 24(83.1%) where in Ngoma and 9(45.0%) in Tumba implying that to some extent were not functioning well.

Table 2: Parents and teachers' commination

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid direct contact	8	100.0	100.0	100.0

Source: Primary data

According to Table 2 revealed that, all the parents contacted the school directly through phone, letter and face to face. Phones are likely the easier option and fastest of the three though schools always have face to face meetings in which parents are called to attend.

4.2 Students' discipline

Nature and Frequency of discipline type in the schools is a strong point to focus on it like absent of students at school which cause negative impact on teaching and learning process.

Table 3: Level of students’ discipline

		School			
		Ngoma		Tumba	
		Count	Row N %	Count	Row N %
How would you describe the level of discipline at your school in general?	Good	7	58.3	5	41.7
	Average	24	72.7	9	27.3
	Bad	2	100.0	0	0.0
To what extent of does the level of student’s indiscipline affect student performance in your school?	Very large extent	8	57.1	6	42.9
	Large extent	14	73.7	5	26.3
	Moderate extent	4	80.0	1	20.0
	Small extent	6	100.0	0	0.0
	No extent	1	50.0	1	50.0

Asked to describe the level of student’s discipline in the school, 24(72.7%) in Ngoma said average and 9(27.3%) responded similarly from Tumba but 41.7% said it was good. The conclusion from this finding is that the discipline was from average to Good and not too bad.

According to 19 the indiscipline affects the performance to a large extend. Of these 14(73.7%) were from Ngoma while the remaining 5(26.3%) from Tumba. There is therefore acknowledgement that to a large extent the performance of students in the school was affected by the indiscipline.

4.3 Relationship between parents-teachers’ partnership and students’ discipline

This paper presents the correlation between parents-teachers partnership and students’ discipline as presented in Table 4.

Table 4: Correlation Matrix

		Parent-teacher Partnership	Students’ discipline
Parent-teacher Partnership	Pearson Correlation	1	-.173
	Sig. (2-tailed)		.352
	N	31	31
Students’ discipline	Pearson Correlation	-.173	1
	Sig. (2-tailed)	.352	
	N	31	31

The findings also showed that there is no statistical significance relationship between parents-teachers partnerships and students’ discipline as P-value = .352 > .05 as the level of significance and Pearson correlation coefficient of .173. This implies that the partnership of teachers and parents may affect negatively the discipline of students in school environment once not managed

effectively. This paper agreed with several studies that have investigate on the effects of parent-teacher partnerships on school, performance (Desforges & Abouchaar, 2003; Topor *et al.*, 2011) and also discipline management (Herbert, 2009 & Mtsweni, 2008).

5.0 Summary of major findings

The findings of this paper based on objective which was to determine the relationship between parents-teachers partnerships and students' discipline in secondary schools of Huye district of Rwanda. Therefore, as reflected in this paper, the relationship between variables was established as produced by Pearson correlation coefficient. It was found that there is no statistical significance relationship between parents-teachers partnerships and students' discipline in secondary schools of Huye district of Rwanda.

6.0 Conclusion

From the findings and the corresponding discussions, this paper concludes that partnership between parents and teachers is very weak almost none existent though the committee of parents do exist. The schools whose effective school management committees reinforce discipline of students in secondary schools. This implies that the standard partnership of teachers and parents and also effective school management improve the students' discipline.

7.0 Recommendations

This paper recommends the following recommendation as a result of the major findings and discussions that were presents:

School authorities should allow teachers and parents to participate in school decision making as it has been found that their participation can affect positively students' discipline.

The ministry of education should design laws and policies that give rights the stakeholders like parents to participate in school's decision making in order to help parents to give their contribution for school improvement and students' discipline thus improvement in academic performance.

Recommendations for further studies

This paper based on determining the relationship between parents-teachers partnerships and students' discipline in secondary schools of Huye district of Rwanda. Therefore, the further study can be done to determine the influence of school rules and regulations on students' academic performance in Rwanda.

Acknowledgments

Special thanks go to my supervisor Dr. Hesbon Opiyo Andala who encouraged me all the time and provided me with the necessary support during my research. His efforts to finalize successfully this research will always be remembered. I am also privileged to thank the management of Mount Kenya University, for giving me an opportunity to be among the beneficiaries of its programs. I would like to express my sincere gratitude to the teachers of sampled schools, group of parents and their students as well for having considering my application for research permission in their area. I am deeply grateful for the hospitality of respondents especially those who managed to provide me with the necessary research information. The time they sacrificed for the sake of this research is highly appreciated.

References

- Amoah, S. A., Kwofie, I., & Knofie, F.A.A (2015). The school counsellor and students' career choice in High school: The Assessor's Perspective in a Ghanaian case. *Journal of Education and Practice*, 6(23), 57-65. Retrieved from <https://ezp.lib.unimelb.au/login?url=https://seach.ebscohost.com/login.asp?>
- Ambrose, R. A., (2015) .Critical resource orientation to literacy assessment through a stance of solidarity. *Journal for Educational Research Online JERO*. Volume 5, No. 2, 2013
- Bempechat, J. & Shernoff, D. J. Eds. (2014). Engaging Youth in Schools: *Evidence-Based Models to Guide Future Innovations*. National Society for the Study of Education Yearbook, 113, pp. 15-36.
- Benjamin, B. (2014). Teaching and Learning Resource Availability and Teachers' Effective Classroom Management and content Delivery in secondary schools in Huye District, Rwanda, 5(9), 111=122.
- Christenson, S.L. & Sheridan, S.M. (2001). School and families: Creating essential connections for learning. *New York: The Guilford Press*. 246 pp.
- Evangelou, Brooks & Smith, (2007). A longitudinal study of the Peers' Early Education Partnership programme (PEEP), *involving children and parents from areas considered as at-risk of underachievement*.
- Gyekye, A.S. (2010). Occupational safety management: *The role of causal attribution*. *International Journal of Psychology*, 45 (6), 405 - 416.8.
- Herbert, K. (2009). The influence of discipline management by Head Teachers on students' Academic Performance in selected private Secondary schools of Busiro country in Wakiso District. *International Journal of inclusive Education*, 13(7), 183-192.
- Mtsweni, J. (2008). The role of Educators in the management of school discipline in the Nkangala region of Mpumalanga. *University of South Africa*. Retrieved from <http://uir.unica.ac.za/bitstream/handle/10500/1322/dissertation.Pdf?Sequence>
- Nyamboga, C., Orgus, R., Chweya T. H., & Okello, G. (2016). Multimidia Thechnologies and Student Learning: A case study of GS. St Michel EPA. *SRELS Journal of Information Management*, 53(1).
- Nyamosi, Z. (2011,). School attendance affects performance. *The new Times: Rwanda's Learning English Daily*. Retrieved from <http://www.newtimes.co.rw/section/article/2011-03-10/969447/>
- Okorodudu, (2015). Factors affecting career development of senior secondary school. *Sociological, educational, hereditary, and economic factors*.
- Owoeye, J. S., & Yara, P. O. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti state, Nigeria. *Asian Social sciences*, 7(7), 64-74. [Htt//doi.org/105539/ass.v7n7p64](http://doi.org/105539/ass.v7n7p64)
- Quah, H., & Truong, T. (2011). High school Career Education: Policy and Practice *Canadian Journal of Educational Administration and Policy*. 2(3), 12-56.

- Smith, J. K. (Eds.). (2014). Cambridge handbook of the psychology of aesthetics and the arts. Cambridge University Press, 620
- Rakesh B. S.,(2003). Educational Development through Information and Communications Technology (SEDA Series) eBook: *Amazon.co.uk: Information and Communications*.
- Roeckel, D. (2005). *Parent, Family, Community, Involvement in Education*. Pub. Isea.org. Washington D.C. Retrieved from http://www.nea.org/assets/docs/PB11_Parent_involvement08.pdf
- Samei, B. O. (2014). Domain Independent Assessment of Dialogic Properties of Classroom Discourse. *Proceedings of the 7th International Conference on Educational Data Mining*, pp 233-236. London, UK.
- Simatwa, E. M.W. (2012). Management of student discipline in secondary schools in Kenya, a case study of Bungoma County. *Educational Research*, 3(February), 172-189.
- Stuart A,. (2005). The Educational Theory of Mary Sheldon Barnes: *Inquiry Learning as Indoctrination in History Education.. Article first published online*
- Topor, D.A., Keane, S. B., Shelton, T.I., & Calkins, S. D. (2011). Parent involvement and student academic performance: A multiple mediational analysis. *J. Pre Interview Community*, 38(3), 183-197. <https://doi.org/10.1080/10852352.2010.486297>.
- Warren, R. (2005). Parental mediation of children's television viewing in low-income families. *Journal of Communication*, 55, 847-863.
- Weigel, D. J., Martin, S. S., & Bennett, K. K. (2005). Ecological influences of the home and child-care center of preschool-age children's literacy development. *Reading Research Quarterly*, 40, 204-233.