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Abstract

This study aimed to investigate the influence of parental involvement as a discipline management strategy on the academic achievement of students in Siaya County, Kenya. The study utilized social learning theory. A convergent parallel mixed-methods design was adopted. The study targeted public secondary schools and involved principals, teachers and students. The data collection tools were questionnaires for students and teachers and an interview guide for principals. Systematic sampling was used to select 24 out of the 243 schools. Simple random sampling was used to select 240 out of 2,412 teachers and 393 out of approximately 24,000 students. All principals from the selected schools were included in the study. The study used SPSS to analyze quantitative data, which was presented in percentages. Data from the interviews were analyzed thematically and presented in narratives and direct quotations. The findings revealed that when principals involve parents in the discipline management of students there is a significant impact on student academic achievement. However, the study concluded that this discipline management strategy is not currently well employed and needs improvement to enhance the performance of learners. The study recommended that the government, through the Ministry of Education, should offer training and workshops for principals, teachers, and other school staff, on the effectiveness of engaging parents in their children's education. This training should prioritize enhancing communication skills, fostering cultural sensitivity, and investigating methods to actively involve parents in decision-making processes. These measures will help in establishing an environment conducive to learning, ultimately enhancing students' academic performance.

Key words: *Influence, parental involvement, discipline, discipline management strategy, academic achievement*

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1. Introduction

This study sought to clarify the nuances of parental involvement as a discipline management strategy on the academic achievement of students in Siaya County. Some studies have corroborated the idea that the suspension of indiscipline students could negatively affect their achievement (Anderson et al., 2019; Lacoé & Steinberg, 2019). Discipline is defined as the practice of observing rules and conforming to norms and expectations in a society, especially in a school (Simatwa & Gogo, 2016). Discipline in schools maintain order and regulates students' behavior (Azimova, 2023). Additionally, Olugbenga (2023) argued that indiscipline is not merely a deviation from the norm but rather the willful act of doing that which is prohibited. School discipline management strategies are a series of techniques for controlling and directing the behavior of students with the aim of achieving a set of predetermined educational goals. Amadi (2023) explained that discipline strategies can be preventive, supportive, or corrective. Preventive discipline is about establishing expectations, guidelines, and classroom rules for behavior in order to proactively prevent disruptions, and it is the most common of the three.

In a school environment, discipline management strategies refer to a set of actions and approaches applied by school principals to manage the conduct of students. According to Okumbe (2018), discipline management requires effective strategies for educational goals to be achieved. Selfert and Vornberg (2022) ascertained that students' discipline is an important factor in predicting the success of almost everything that a school does, including the academic performance of learners. Researchers continue to elucidate that where discipline is a problem, there is high student and teacher attrition, which negatively affects performance. According to Okumbe (2018), indiscipline among students creates a chaotic environment where the core business of the school is difficult to carry out and may at times force teachers to resort to extreme measures in order to curb misbehavior. He proceeds to point out that, in such an environment, a climate of mistrust is created and students start to view teachers as treacherous. The strategies formulated by the school administration but enforced under the leadership of the principal determine the academic performance of the students. However, Okumbe's study does not give a full and clear picture of how their implementation influences students' academic performance. This creates a gap that the current research sought to address.

A study by Maknunja (2016) argued that the discipline issues experienced by schools are influenced by the discipline management strategy adopted by school principals. The study further contends that school principals must consider the interests of teachers and students, legal provisions, and the current school atmosphere when deciding on a discipline strategy. The current study sought to explore the idea that the implementation of parental involvement strategy is crucial for discipline to thrive in a school. It also examined the effects of implementing such strategy on the academic performance of students in public secondary schools in Siaya County, Kenya.

Students' misbehavior negatively affects student learning outcomes Olugbenga(2023) and may also lead to fewer positive interactions with teachers (Stormont, Reinke & Herman, 2013). Effective discipline management strategies are imperative so that teachers and students can focus on teaching and learning. Research has demonstrated a direct relationship between increased indiscipline and low academic achievement (Mwiria, 2017). Engagement in learning activities is necessary to improve academic outcomes, and students' discipline plays an important role.

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In the United States of America, student discipline remains a serious problem facing the education sector, and it is estimated that 45% of teachers leaving the teaching profession cite students' indiscipline as the major cause for this (Clarke, 2020). The study by Clarke revealed that school principals face numerous challenges wherever they use extreme measures to curb indiscipline and that every strategy chosen by the principal is always cross-checked against the legal policies that guide children's rights. As a result, indiscipline has been increasing, thus negatively affecting students' academic performance. Though the study by Clarke was discipline-focused, it was unclear about the specific discipline management strategies used by the school principals and how such strategies influenced the academic achievement of learners. To fill this gap, the current study looked at parental involvement, as a discipline management strategy and how it influenced the performance of learners in public secondary schools in Siaya County, Kenya.

A study done in Australia by Armstrong (2018) involving junior secondary school teachers revealed that 48% of teachers spent one fifth of their working hours handling behavior-related issues in schools, which lowered their productivity in terms of the academic performance of the learners. However, Armstrong's study did not discuss the strategies employed by the principals to manage discipline, which is the gap that the current study sought to address.

In Germany, parents and students' advocates voiced concerns about the use of punitive disciplinary practices that adversely impact students (Deloitte Access Economics, 2017). The study further revealed that students' absences as a result of suspensions for any reason are tied to lower scores in examinations. It was also noted from the study that the negative effect of suspension on learners tends to increase with each additional day of suspension, and the impact varies depending on the age of the student. This study by Deloitte Access Economics (2017) critiqued the use of suspension as a managerial measure for indiscipline and elaborated on its ineffectiveness. In contrast, the current study investigated how parental involvement, as a discipline management strategy influenced the performance of learners in terms of KCSE grades in Kenya, specifically in Siaya County.

South Africa and Rwanda are cited as having the most progressive approaches to managing discipline among students (Ehiane, 2014). In both countries (Rwanda and South Africa), school principals are encouraged to develop discipline management strategies that incorporate students, parents, and teachers. Based on the findings of the cited studies, the current study sought to establish if the same strategies are employed in schools to manage the discipline of learners in Siaya County, Kenya.

In West Africa, and particularly in Nigeria, the rampant cases of arson, student strikes, and fights among students have been increasing in the last decade, and this has affected the running of school programs and the performance of learners (UNICEF, 2017). As a result, the national and state governments of Nigeria encourage the participation of all stakeholders in the resolution of cases of indiscipline among students (UNICEF, 2017). It must be mentioned that while the participation of all stakeholders in the management of discipline is important, the discipline management strategies employed by the principals are also important as they influence the academic performance of learners. As a result, it needed a more effective discussion, which necessitated the current study.

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In Tanzania, corporal punishment has been practiced in schools as a form of discipline strategy for many years, and it appears in the form of hitting, kicking, shaking, and slapping students involved in indiscipline cases (Onyango, 2016). The debate in support of corporal punishment is founded on religious, social, and cultural values that suggest that it is essential to punish children physically because it helps to instill values among the youth in society and fosters good conduct (Onyango, 2016; Semali & Vumilia, 2016). The study investigated different forms of corporal punishment as strategies to deal with discipline cases in Tanzanian schools but did not show how these strategies influenced the performance of learners, hence the need for the current study to fill the gap.

Welsh (2023) argued that school disciplinary strategies should provide students with clear guidelines for expected conduct and what consequences they can expect if the rules are broken. Losen proposed the following strategies for effective discipline management: (1) ensure equal treatment of all students; (2) outline how students can report grievances or incidences; (3) establish a procedure for what is done when rules are broken; (4) identify nonproductive or disruptive students; and (5) act as a tool for performance improvement by identifying poor behaviors.

In some secondary schools in Kenya, cases of indiscipline among students have become rampant and tend to include absenteeism, disobedience, dishonesty, drugs and substance abuse, love affairs/teenage pregnancy, untidiness, laziness, and a lack of seriousness in academic work (Mwiria, 2017). The cited studies further noted that high levels of cases of indiscipline among students withdraw teachers from the core business of the school and force the teacher to spend an unnecessarily high amount of time dealing with such cases, which in turn has a negative impact on academic achievement. This is because students' performance is closely linked to contact hours with the teacher. It is widely accepted that discipline is an important predictor of academic achievement, and the importance of the implementation of the right discipline strategy by the school principals cannot be overemphasized.

Kindiki (2019) noted that previously in Kenya, there was an overreliance on the use of curative discipline strategies that included corporal punishment and expulsion from school. This too is a pointer to time wastage as far as the academic engagement of learners is concerned and, therefore, an indicator of low output on the expected outcome.

The Siaya County Education Inspection Reports for 2014 and 2019 indicated that cases of strikes, arson, and dropouts from school have been increasing. Furthermore, Mwiria (2017) and Konyongo and Ogeta (2018) reported that there has been an increase in drug, alcohol, and criminal tendencies among students, while student performance has decreased. Further research by Amolo (2022) revealed that the rampant indiscipline of students in Siaya County has resulted in a decline in student performance. The scholar mentioned the case of a school, where students' indiscipline was associated with their declining performance in the KCSE, from a mean grade of 6.5 to a mean grade of 5.6. This, according to the Kenyan education system, is a mean grade of C, which cannot enable the student to be admitted to the university.

Wandede (2022) argued that the examination results of 25 students in Siaya County in the year 2021 were withheld and students were arrested as a result of examination malpractice. The author further mentioned that about 441 students were involved in cheating in examinations. The increased cases of indiscipline, coupled with declining student academic performance, have

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resulted in school stakeholders such as parents complaining, especially in most of the schools where the performance has declined drastically (Konyongo & Ogeta, 2018). This has been happening despite the availability of well-written discipline policies in schools and increased principals' and government's efforts to contain the situation through strengthening of school rules on the students' discipline (Siaya County Education Office, 2020). The related studies reviewed did not provide sufficient information regarding how parental involvement as a discipline management strategy employed by principals influences the academic achievement of students. A combination of these factors prompted this study to be conducted in the area.

Konyongo and Ogeta (2018) posited that parents and society, have complained over the poor performance of students, especially in schools where students have consistently failed the KCSE examinations in Siaya County (Amollo, 2022). Another study by Akinyi (2020) in Siaya County also confirmed that learners have difficulties in comprehending the learning process because of the prevalent use of vernacular language among students and even teachers themselves, especially in public mixed boarding and day secondary schools. Such schools form a greater part of the public secondary schools in the county and such an impact can easily be transmitted to the overall results of learners. A study finding by Simiyu (2023), who carried out a study on the effectiveness of the students' council election process, revealed that Siaya was the worst negatively impacted county on issues of indiscipline in public secondary school unrests of June and July 2018. He elucidated that there were over 12 cases of unrest that led to the closure of some schools, which he attributed to ineffective communication between the student body and the school administration. He cited another case where six students from another boys' school were arrested with a jerrycan of petrol.

Despite these studies, no specific study investigated how of parental involvement as a discipline management strategy influenced the academic achievement of students in Siaya County, which raised the need for the current study.

2. Statement of the Problem

Principals need to employ effective discipline management strategies to prepare the students to meet their academic needs and the societal needs. This means that, as people entrusted with the noble task of leadership in schools, they ought to employ effective management strategies. The discipline management strategies applied by a school are important in predicting the academic performance of learners. Thus, the government of Kenya has made some efforts to enhance the discipline management strategies used in schools to improve student discipline with hopes of better academic achievement. This has been done in ways such as strengthening the guidance and counseling department in schools and encouraging principals and teachers to be firm in enforcing school rules among students.

Despite such efforts by the school principals and the government, the discipline and academic performance of students in public secondary schools in Siaya County have continued to deteriorate. Mwiria (2017) and Konyongo and Ogeta (2018) attributed the poor performance of students in Siaya County to the use of drugs, alcohol, and criminal tendencies among students. Amolo (2022) revealed that the rampant indiscipline of students in Siaya County has resulted in a decline in student performance. Otieno and Ogeta (2018) argued that public secondary schools in Siaya County are performing poorly due to limited resources available for learners, such as books and science laboratories. Akinyi (2020) accentuated that many schools in Siaya County

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had poor language policy implementation, and that most students and some teachers were fond of communicating in vernacular which affected the students understanding of learning concepts and interpretation of examination terminologies hence poor performance in KCSE examinations. These sources make it clear that there are discipline issues in Siaya county and academic performance of learners is in jeopardy.

An antidote is necessary, and this can only be made possible in situations where the school administrators are aware of the best strategies that can be used to achieve what is desirable. This study sought to address such gaps by establishing how parental involvement as a discipline management strategy influenced the academic achievement of students in Siaya County.

2.1 Objective of the Study

To investigate the influence of parental involvement as a discipline management strategy on the academic achievement of students in Siaya County.

2.2 Research Question

To what extent does parental involvement as a discipline management strategy influences the academic achievement of students in Siaya County?

3. Theoretical Framework

3.1 The Social Learning Theory

This study was anchored on social learning theory by Bandura (1977). The theory argues that human behavior is learnt through modeling. Bandura expounded that children code behaviors they observe in the surrounding environment, which influences their actions and behavior greatly (Global Initiative to End All Corporal Punishment of Children, 2016). According to this theory, children are surrounded by many influential models such as parents, teachers, television characters, and peers (Mwaniki, 2018). These models exhibit various behaviors, and children are likely to imitate what they pick from the models, either appropriate or inappropriate. For example, Bandura's theory suggests that a child who sees acts of kindness and care, hostility or aggression from parents tends to reciprocate through imitation and observation. Conversely, a child who has seen parents' aggressive behavior is likely to be violent in solving problems. The theory, therefore, emphasizes that behavior is learnt in social institutions, and the environment can influence it either positively or negatively (Eickers, 2023).

The second important teaching of this theory is the importance of the environment that the student is exposed to. The typical environment for a student is made up of their peers, parents, relatives, teachers, school workers, and school resources. All these elements of the environment have a significant impact on a learner and influence how the learner behaves. If the learner is engaged in a well-meaning environment, their discipline and concentration in class improve which leads to higher levels of student performance. On the other hand, if the student is exposed to chaos and disorganization, their chances of being well-behaved and focused on their academics are reduced (Mwaniki, 2018).

4. Parental Involvement in Student Discipline and Its Impact on Academic Achievement

Parental involvement is essential for students' discipline and academic performance. As stressed by Paulette (2019), there is a direct connection between students' academic performance and the participation of parents in shaping their discipline, and the earlier that connection is established, the more robust the foundation for the student's success.

Alvarez (2022) conducted a study in California with a purpose to examine the importance of parental involvement in shaping the discipline of learners and how it helps students achieve academic success. Given the difficulty of having parents involved in school in California, the study examined whether one-size-fits-all parental involvement could benefit students' future education. The findings revealed that parental involvement was a critical component to students' discipline and academic success leading them to higher education. The study further established that significant accommodation would need to be made by school principals to tailor to each family's needs in order to get parents involved in schools. This study, however, was in the context of California in the United States of America and cannot be overgeneralized to fit the realities of Kenya, hence the geographical gap that the current study sought to address.

Ismail (2018) conducted a study in Indonesia aimed at exploring the role that parents play in improving the character of children's discipline in school. The study population consisted of seven elementary schools, with a target sample consisting of eight school personnel and 27 parents. Data was collected using questionnaires and interviews to be analyzed qualitatively and quantitatively. According to the study findings, the most common problem at school is the dynamics of students' discipline. The involvement of parents in their children's education can improve discipline, self-esteem, cognitive development, social interaction skills, and academics. It was clear that the role of parents in encouraging student discipline is essential for the students' success in academics. The study elaborated on the role of parents' involvement in the discipline of students and how that affects their overall performance. However, it was in the context of Indonesia and cannot be overgeneralized to fit the Kenyan setting, hence the geographical gap that the current study sought to address.

When parents are involved in schools, they participate in different ways, including classroom volunteering, helping with homework, communicating through meetings or phone calls, and attending school programs that motivate and shape the discipline of learners. Nazmal (2022) conducted a quantitative study to find out the correlation between parental involvement and students' academic achievement. The participants were parents of children attending government primary schools in the rural areas of Chattogram, Bangladesh. The study established that factors like parents' engagement, teachers' relations with parents, parents' participation in extracurricular activities, and parents' contributions to school improvement discussions were positively connected with students' discipline and academic achievements. The study by Nazmal only used a quantitative approach. The current study was different as it used both qualitative and quantitative approaches.

The government of Ethiopia encourages parental involvement as important for student learning, not only in public schools but in private schools as well. Parental involvement promotes better student attendance, increases graduation rates, decreases discipline reports, and leads to increased achievement scores in examinations. Sintayehu (2019) examined the relationship between parental involvement, learners' discipline, and academic achievement in the Model

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primary and secondary school of Oromia Regional State, Ethiopia. A correlational research design was employed to carry out the study. The first finding was that there was a statistically significant positive relationship between parental involvement and student discipline. The second finding was that discipline was positively correlated with students' performance. The third finding was that students, who ranked from 1st to 10th in grades 8, 10, and 12, were highly involved, supported, and followed in their education by their parents. The fourth discovery was that students who scored less than 50% and were ranked in the bottom ten of their discipline came from less supportive and involved families. In general, parents' involvement in supporting their children to boost their academic achievement was found to be moderate. This study was conducted at Model Primary and Secondary School, but the current study was conducted in public secondary schools in Siaya County, Kenya.

In Rwanda, one of the greatest impediments to the academic performance following the implementation of education for all is that, students, parents, teachers, and school administration are separated from one another. There is a lack of communication, poor volunteer activities, insufficient participation in decision making, a misunderstanding of the PTA, an excessive amount of school fees, and students' indiscipline, all of which have greatly affected the performance of students. Icyimpaye (2019) examined the impact of parental involvement on academic performance in secondary schools in Rwanda. The results showed that communication between parents and teachers was mainly formal. The study discovered a need to develop a culture of active parental participation in shaping the discipline and the learning process of students both at home and at school. Head teachers needed to cooperate with teaching staff and parents to enhance students' discipline and academic performance in their schools. This study, however, lacked sufficient information regarding how the school principals manage discipline and how that affects the academic performance of learners, which caused the need for the current study.

There are several issues affecting the quality of education and the academic achievement of students in Kenya. Among them are irregular school attendance or school dropouts, low transitions to institutions, and limited parental involvement in schools concerning the discipline and academic performance of learners. Thuba (2018) conducted a study aimed at determining the effect of parental involvement on the quality of education in public day secondary schools in Igembe Central Sub County in Meru, Kenya. Qualitative and quantitative data were obtained from a sample of 352 students, eight school principals, and 32 parents selected through random sampling procedures. Questionnaires, an interview guide, and a focus group discussion guide were used for the collection of data from students, principals, and parents, respectively. A document analysis guide was also used. The results provided statistical evidence that a positive and significant relationship exists between parental involvement in academics, the discipline of learners, and the quality of education in public day secondary schools.

All the predictors of parental involvement were found to have a positive and significant effect on the quality of education in public day secondary schools. The results obtained led to the conclusion that expanding the role of parents in education improves school attendance, students' discipline, academic performance, and the transition to colleges and universities. Secondly, the study established that, among all the predictors of quality of education in public day secondary schools, academic socialization by parents and home-based parental involvement are significant

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in affecting quality of education in a combined relationship. In addition, it was concluded that all parents can participate in the education of their children, regardless of their level of education and occupation, to improve the quality of education in public day secondary schools. This study, therefore, recommends that parents be sensitized by school management, particularly the principals, on the importance of their roles in shaping the discipline of learners and the need for their continuous involvement in the education of their children. This study by Thuba (2018) provided a basis for the current study to establish whether parental involvement in the discipline of students has an impact on the academic performance of secondary school students in Siaya County.

5. Research Methodology

A convergent parallel mixed-methods design was adopted for the research, which targeted public secondary schools and involved principals, teachers and students as participants. The data collection tools were questionnaires for students and teachers and an interview guide for principals. Systematic sampling was used to select 24 out of 243 public secondary schools. Simple random sampling was used to select 240 out of 2,412 teachers and 393 out of approximately 24,000 students. All the principals from the selected 24 schools were included in the study. The study used SPSS to analyze quantitative data, which was presented in percentages, graphs, and charts. Data from the interviews were analyzed thematically and presented in narratives and direct quotations.

6. Research Findings

6.1 Parental Involvement as a Discipline Management Strategy and Students' Academic Achievement

The teachers and students were asked to indicate their level of agreement or disagreement with the statements regarding the influence of parental involvement as a discipline management strategy and students' academic achievement. The findings are presented on Table 1, where the participants used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 1: Parental Involvement as a Discipline Management Strategy and Students' Academic Achievement

Statement	SA		A		UD		D		SD	
	f	%	F	%	f	%	F	%	f	%
Teachers (n=214)										
The principal ensures that parents are highly involved in the discipline of students.	17	7.9	16	7.5	26	12.1	78	36.4	76	35.5
The principal encourages cooperation between teachers and students, which improves discipline and academic performance.	71	33.2	79	36.9	31	14.5	19	8.9	14	6.5
The principal includes parents in making school rules	28	13.1	15	7.0	36	16.8	56	26.2	79	36.9
There is frequent communication between families and the school concerning the behavior of learners.	20	9.3	9	4.2	30	14.0	66	30.8	89	41.6
Our principal involves parents in the discipline of students.	28	8.8	20	6.3	42	13.1	123	38.4	107	33.4
The principal includes parents in making school rules.	40	12.5	78	24.4	104	32.5	38	11.9	60	18.8
The principal encourages free discussion between us and teachers concerning discipline and academic performance.	23	7.2	25	7.8	52	16.3	97	30.3	123	38.4
Our principal encourages families to monitor the behavior of students, which improves performance.	88	27.5	112	35.0	47	14.7	49	15.3	24	7.5
Students (n=320)										

As shown in Table 1 above, majority of the teachers 154(71.9%) disagreed with the statement that the principal ensures that parents are highly involved in the discipline of students. The 26(12.1%) were undecided, 17(7.9%) strongly agreed, while 16 (7.5%) agreed with the same statement. This shows that school principals are not effectively engaging parents in the discipline and academics of their children. If parents are not involved in the affairs of the school, it can have various effects on the discipline and academic performance of students. Parental involvement plays a crucial role in shaping a child's education and overall development. When the parents are not involved, several consequences are likely to arise. For instance, when parents are not involved, students may feel unsupported and lack motivation to perform well academically. Parental involvement provides encouragement and a sense of accountability,

which can positively impact a student's attitude towards learning. When parents are not involved, teachers may find it challenging to keep parents informed about their child's progress and may not receive the necessary support to address potential problems. Parents often help with homework, offer academic guidance, and identify areas where the child may need additional support. Without this assistance, students may struggle to grasp certain concepts, leading to lower academic performance. It must further be noted that when parents are not involved, students may be less likely to attend school regularly and may have issues with punctuality. Lack of parental oversight can result in a lax attitude towards school attendance and adherence to school rules. Parental involvement helps instill discipline and sets behavioral expectations for students. Without this guidance, students might be more prone to developing behavioral issues, which can disrupt the learning environment and negatively affect their academic performance. This observation is similar to that of Lara and Saracostti (2019) who asserted that parental engagement instills a sense of accountability and responsibility in students which enhances their discipline and academic achievement.

The study aimed to gather teachers' opinions on the impact of the principal's encouragement of cooperation between teachers and students, which is believed to improve discipline and academic performance. Table 1 above presents the results, showing that the majority of the teachers 150(70.1%) strongly agreed with the statement. This finding aligns with the perspective of one of the principals, who argued that collaboration between teachers and students creates a more engaging and interactive learning experience. By involving students in problem-solving for disciplinary issues, school principals promote a sense of fairness and equity in the disciplinary process, as suggested by Shonhiwa (2016).

The study also found that 34(15.4%) of the teachers disagreed with the idea that the principal encourages cooperation between teachers and students. This group might be concerned about potential drawbacks, such as undermining teacher authority and classroom management. They fear that students might perceive cooperation as a lack of assertiveness on the teacher's part, leading to disruptions and a loss of control over the learning environment. Similar concerns were raised by Simba, Agak and Kabuka (2016), who advised caution in building cooperation with students to prevent any exploitation of leniency and a breakdown in classroom order. Thus, it is essential to strike a balance that maximizes the benefits while mitigating potential challenges. One of the principals remarked:

As the principal, I cannot emphasize enough the paramount importance of fostering cooperation between teachers and students. Collaboration and open communication between these two essential pillars of our educational community are fundamental to creating a supportive and effective learning environment. When teachers and students work together harmoniously, it cultivates a positive and enriching atmosphere where knowledge is not just imparted but shared (Principal 11, 26/07/2023).

On whether the principal includes parents in making school rules, results on Table 1 above show that 135(63.1%) of the teachers strongly disagreed with the statement. This shows that school principals have the challenge of considering input from parents when designing school discipline policies. Not involving parents in the formulation of school rules and regulations can have several consequences, both for the school administration and the students. Parents play a crucial role in a child's education. When they are excluded from the process of creating school rules,

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they may feel disconnected and less involved in the school's success. This lack of support could affect their willingness to participate in school activities or volunteer, leading to a weakened school-community relationship. Students are more likely to adhere to school rules when they know their parents support and understand them. If parents feel alienated from the rule-making process, they may not fully endorse the rules, and students might not take them seriously, leading to indiscipline cases and ineffective academic achievements. Murati and Ceka (2016) argued that parents should be involved in the affairs of the school including establishing school rules which promotes a sense of ownership and accountability. When parents have a say in the rules, they are more likely to support and reinforce them at home, reinforcing consistency between the school and home environments. This consistency strengthens the expected behaviors among the students, fostering a positive and supportive learning environment for students.

Table 1 results further show that the majority of the teachers 155(72.4%) strongly disagreed with the statement that there is frequent communication between families and the school concerning students' behavior. This could point to the possibility that the principals do not value the impact of having frequent communication with parents. It should be noted that frequent communication between schools and parents can be highly beneficial to learners' discipline and academic performance. Regular communication enables parents to stay informed about their child's progress, behavior, and any challenges they may be facing. With this knowledge, parents can provide the necessary support and encouragement at home, reinforcing the learning process and fostering a positive environment for academic growth. Through regular communication, teachers and parents can quickly identify any learning difficulties, behavioral issues, or emotional concerns that a student may be experiencing. This early identification allows for timely intervention and support, minimizing the negative impact on the student's academic performance. Akello (2020) noted that regular communication allows parents to stay informed about their child's academic progress, behavioral patterns, and overall well-being at school.

The study further sought to gather the opinions of students regarding whether their principal involves parents in the discipline of students. The study results reveal that the majority of the students 230(71.8%) disagreed with the statement, while 48(15.1%) agreed. These findings align with the teachers' perspective, indicating that the principals do not appear to involve parents in the discipline of students. This could suggest that the students have not witnessed their parents being actively engaged in school-related matters that affect them.

Involving parents in the disciplinary process can be beneficial as it allows for the identification of potential stressors and ensures that rules are supportive of students' well-being. To foster a positive school environment and prioritize the best interests of students, it is crucial for schools to actively involve parents in matters related to student discipline. Avnet et al. (2019) and Naite (2021) mentioned that engaging parents as partners in the educational process can enhance communication, build trust, and create a supportive community for students' success. Therefore, actively involving parents in school affairs is an essential step towards promoting a conducive learning environment. Regarding the creation of school rules, the study sought the opinions of students based on the statement that the principal includes parents in making school rules. The study results, shown in Table 1, indicate that the majority of students 104(32.5%) were undecided on the statement. This could imply that students were not well informed about whether parents are involved in the process of making school rules.

Regarding whether the principal encourages free discussion between students and teachers concerning discipline and academic performance, study results show that 220(68.7%) of the students disagreed with the statement. This finding suggests that there is a lack of open communication channels between teachers and students in schools. This presents a significant challenge because, as noted by Naite (2021), students require an opportunity to express their concerns and, more importantly, seek help and guidance without any hindrance.

Lastly, the study sought the opinions of students on whether the principal encourages families to monitor the behavior of students to improve performance. The study results in Table 1 show that 200(62.5%) of the students agreed with the statement. This implies that the majority of school principals in the sampled schools encourage parents to closely monitor their children's behavior and academic performance regularly. Akello (2020) expressed similar sentiments, indicating that when parents show interest in their children's education, it demonstrates the value and priority given to education, potentially instilling a sense of responsibility and commitment in the students. When parents actively engage in their children's academic journey, it reinforces the message that learning is essential and encourages the child to take their education seriously. Students 73(21.8%), on the other hand, disagreed that principals encourage families to monitor their behavior to improve performance. This can be attributed to cases where schools are slow to involve parents or where parents are generally unavailable to engage with the school. It should be acknowledged that students whose parents are not involved may feel less motivated to excel in their studies. Parental involvement often provides encouragement and a sense of accountability that can drive students to work harder.

Based on the findings presented in Table 1, it is evident that principals in public secondary schools within Siaya County are not effectively engaging parents in matters concerning student discipline and academics. This presents a noteworthy challenge that has the potential to negatively influence the academic accomplishments of students. It is important to recognize that parental involvement in a student's academic and disciplinary affairs plays a crucial role in fostering a sense of accountability and responsibility. When students perceive their parents as actively invested in their academic progress, it serves as a powerful motivation for them to excel in their studies. Furthermore, parents are able to establish a supportive learning environment that is conducive to studying and completion of assignments. They offer assistance in understanding assignments, provide valuable guidance, and create an optimal space for effective learning, thereby contributing to improved academic performance. The act of parental engagement also extends to emotional support, which contributes to a sense of being valued and nurtured among students. Consequently, this has a positive cascading effect on their self-esteem and confidence levels, attributes that are undeniably pivotal in achieving academic success.

6.2 Conclusions and Recommendations

Based on the findings, the following conclusions and recommendations were made: The study's findings revealed that principals are facing challenges in effectively engaging parents regarding their children's discipline and academics. Despite their efforts to foster cooperation between teachers and students, aiming to enhance discipline and academic performance, the study identified a deficiency in the engagement of parents in discipline policy development by principals of public secondary schools. This shortfall in parental involvement contributes to a rise in indiscipline cases, subsequently resulting in a decline in academic performance.

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To address this issue, it is recommended that the government, working through the ministry of education, implement training and workshops for principals, teachers, and other school staff. These sessions should be designed to equip them with effective strategies for fostering parental involvement in their children's education. The training should concentrate on refining communication skills, fostering cultural sensitivity, and devising approaches to integrate parents into decision-making processes.

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