

# Role of parental involvement in student discipline: Insights from community secondary schools in the local government authorities of Tanzania

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## Abstract

Parental involvement in the management of students' discipline is crucial for the improvement of education delivery and management. This paper investigated the role of parents' involvement in managing students' discipline taking references from community secondary schools in Dodoma City of Tanzania. The study used a combination of quantitative and qualitative methods to gather information from parents, community secondary school heads, head prefects, and ward education officers. Three methods were used to collect the data: surveys, focus group discussions, and interviews. The results showed that parents' involvement in discipline management is limited and complicated by several issues, including a lack of cooperation, communication, and trust between parents and school administration. The paper identified that the strategies used by school administration to include parents in the management of discipline comprise the creation of parent committees, information sharing and favorable school environments. The study recommends that school management should involve parents in the formulation and implementation of school rules and regulations, and ensure that they are clear, consistent, and fair to all.

**Keywords:** *student discipline, involvement, community schools, education, local government authorities*

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## 1. Introduction

Student discipline is essential to the academic development, the accomplishment of studies as well as analyse and address issues around them (Sunbal & Jabeen, 2021; Kadama, 2016; Sheldon & Epstein, 2015; Tekin, 2014; Yahaya et al., 2009). Hence, student discipline management entails the rules and regulations employed by schools to foster positive behaviour among students. The common regulations and practices used to enforce students' discipline include school rules, punishment, guidance and counselling, suspension, expulsion and policing students (Kaluku et al., 2020). These normally result to acceptable behaviour of punctuality, classroom attendance, dress code, respect for the school authority and completion of school assignments (Certin & Taskin, 2016; Lukman & Hamadi, 2014). Empirical studies also stress that students discipline has potential of promoting time management, self-control and positive attitude in the life of an individual (Rafif et al., 2023; Simamora et al., 2020).

While the schools are primarily entrusted with student discipline, students are rooted in the home environment where parents are the first educators to instill discipline in their children. In fact, researchers found that parents' involvement in school affairs has effects on students' discipline in school, community and at home (Nyembeke, 2016; Charamba, 2016; Lutwa, 2014). Similarly, the Tanzanian Head of the School Guide Manual of 2009 directs the heads of schools to involve parents in overseeing student discipline (United Republic of Tanzania [URT], 2009). This makes it a requirement for both teachers, and parents to employ learners' discipline not only for the successful completion of school but also prepare them to become good citizens who can contribute to the development of society (Ouma et al., 2013). Thus, student discipline is a holistic approach that calls for cooperation between parents and school administrators.

Clinton and Hattie (2013) postulate that parental involvement means parents taking part in the learning process of their children while fulfilling their duties. The parents make sure that students are supported in the learning process as much as they possibly can (Sunbal & Jabeen, 2021). Pinantoan (2013), and Clinton and Hattie (2013) further argue that parental involvement does not just stand for parents enquiring about the performance of their children at school; they ought to participate in managing children's discipline by taking active participation in school affairs, especially those with direct disciplinary matters of students.

The significant impact of involving parents in school management has been emphasized worldwide. For instance, empirical studies of scholars such as Yahya et al. (2009), Brosio (2014), Tekin (2014), Sheldon and Epstein (2015), Bush (2016) from the United Kingdom, the United States of America, and Asia noted that the parental involvement in school affairs helped improve education delivery as well as students' discipline. With their involvement, parents impart good behaviour by directing students' attention to academic issues rather than fruitless behaviours (Sunbal & Jabeen, 2021). In addition, when they show commitment in discipline matters pertaining to students in collaboration with the school management, students become responsible for their own behaviour and therefore, develop self-discipline at school and home (Wanja, 2014). Rafif and Dafit (2023) suggest parental involvement in imparting social values, and morals, which will help students to behave well (Ali et al., 2014), and therefore achieve their educational goals.

In most African countries, Charamba (2016) and Lutwa (2014) describe that parental involvement in school affairs have been observed in activities such as tracing students' attendance, assisting in the completion of school assignments, and promoting the students' behaviour both at home and school. Similarly, their involvement in education management has been observed in matters pertaining to contributions of resources to school both monetary and materials (Cooksey & Kikula, 2005; Daba, 2010; Kisumbe et al., 2014), planning process (Seni, 2008; Masue 2014), decision making (Masue, 2014) and implementation of plans (Mkatakona, 2014; John, 2015). While parental involvement seems enforceable in most schools, community secondary in Tanzania has its unique nature (Nyembeke, 2016; Kambuga, 2017; Sunbal & Jabeen, 2021). For instance, a majority of community secondary schools also known as ward secondary schools are day schools where students go back home after school hours, and enable parents to have more time to spend with their children after school hours (Kitigwa & Onyango, 2023). Thus, parental involvement is essential in designing and monitoring discipline matters in those community secondary schools.

In the context of Tanzania, Masabo et al. (2017) argued that parents play a vital role in influencing children's learning as well as improving their discipline. Studies showed that family involvement in managing students' discipline helps schools create safe environment for the teaching and learning of students (Yaghambe, 2013; Nyembeke, 2016). In terms of school leadership, school principals who involve parents in managing students' discipline are likely to have higher students' discipline levels compared to schools where parents are not involved

(Yaghambe, 2013). Moreover, studies by Kambuga (2017), and Simuforosa and Rosemary (2014) concluded that low parents involvement in school management may result to increased indiscipline cases such as truancy, alcoholism, unacceptable sexual relationships, violation of dressing code and lack of respect for the school authority. Thus, parents' involvement is considered as an essential component in achieving school goals and student discipline (Gaba, 2010; Masue, 2014).

The call for parental involvement in education services delivery under the Local Government Authorities (LGA) in Tanzania has its foundation in the constitution of Tanzania Article 146 and the Local Government Authority Act No 7 and 8 of 1982. Similarly, it has been emphasized in the Tanzania Education and Training Policy (TETP) of 1995 and 2014 (URT, 2014). The Government of Tanzania through the Education Acts and Head of the School Guide Manual directed the schools' managements and LGAs to involve parents in the management of education at the school level (URT, 2009). The Tanzania Education Act No. 25 of 1978 and amendment made in section 353 of 2002 and current amendment made in Education Act No. 1 of 2018 provides a guideline on the active involvement of parents in school management through the formulation of the school governing Boards (SGBs). With the legal power dictated by the constitution and acts from Tanzania, parents who are members of the school board have the power to discuss and decide on issues related to the discipline of the students. In addition, the Heads of the School Guide Manual directs all heads of school to formulate school discipline committee which deals with the indiscipline matters of the students (URT, 2009) including the power to summon parents to discuss and decide on the indiscipline issues of their children. Mabula and Ligembe (2022) stress that the government efforts to include parents in the established school governing boards and school discipline committee makes them assume equal responsibility with the school management when it comes to managing discipline of the students.

Most of the previous studies in this context have generally focused on parental involvement but less on community secondary schools, which may have unique challenges and opportunities due to their proximity to parents and community (Seni & Onyango, 2021; Masabo et al., 2017; Nyembeke, 2016). Furthermore, the studies failed to examine the extent and strategies of parental involvement in discipline management, and how they affect students' discipline in Tanzania (Edward et al., 2022; Masabo et al., 2017). Research on parental involvement and students' discipline is important in creating a safe and conducive learning

environment among community schools under the LGAs in Tanzania. Therefore, this paper investigated the involvement of parents in managing students' discipline using the data generated from Dodoma City, which is one of the fastest growing urban areas and LGAs in Tanzania. Specifically, this paper examined the extent the school management involve parents in managing students' discipline in community secondary schools in Dodoma City and evaluated the strategies used n involving the parents.

## **2. Literature review**

### ***2.1 Theoretical framework***

The study employed school-family-community partnership theory developed by Joyce L. Epstein in 1995. Epstein's theory assumes that the learner is located at the centre as the main actor whereby parents, community and school teachers should create facilitating environment for learners to do their best in education and the overall behaviour. Sheldon and Epstein (2015) argued that when children feel cared, they are encouraged to work hard in their daily school activities such as learning to read, write, calculate and maintain good behaviour. To strengthen parental involvement, Joyce L. Epstein in 1995 developed six parental involvement activities which help teachers and parents to establish strong collaboration in dealing with discipline of the students and create conducive learning environment. The first aspect of involvement is parenting, which entails taking care of children's health and safety as well as creating a home atmosphere that promotes education and well-behaved conduct both at home and at school. In the second involvement, Epstein (1995) adds that schools should establish channels of communication with families in order to tell them about the school and the academic development of their pupils. The third involvement is volunteering, which is a great way for parents to support their children's education. Schools can gain from this relationship by offering flexible scheduling that encourages more parents to work with the school. The fourth is learning at home, where parents assists their kids with school-related tasks like finishing assignments at home. Decision-making constitutes the fifth area of involvement, where schools can offer parents significant responsibilities in the school's decision-making process by providing equal opportunities to all parents, not only those who can devote the greatest time and energy to school-related matters. The final type of involvement is collaboration with the community, where schools should organise community resources and efforts to support family practices, student learning, and school programs (Salac & Florida, 2022).

Sheldon and Epstein (2015) contend that there are many rationales for developing and establishing a partnership between school, family and community. The major reason for school, family and community partnership is to give support to students in succeeding at school. Moreover, other reasons include improving school climate and school programmes such as teaching and learning, developing parental skills, and leadership for raising children with good behaviour, supporting families in linking with the school and the community, and helping schools' administrators and teachers in the midst of their jobs. All these motives call attention to the significance of parents doing a grand responsibility in their children's education and harnessing a strong and positive sustainable relationship with schools. Uzochina et al. (2015) support this view with the assertion that a school with good partnership between parents and teachers is likely to have low dropout rate, good attendance, obedience to the school rules and regulations and good academic performance. In this regard, this study intends to assess how the school administrators involve parents in managing students' discipline in community secondary schools.

### ***2.2 Role of parental involvement in education***

Studies from developed and developing countries show that involvement of parents in education activities of their children has greater impact to the academic achievement of their children, though effective involvement of parents in managing students' discipline is still questionable. For example, studies from developed countries, such as the USA, authored by McNeal (2014), Tekin (2014), Yamamoto et al. (2016) revealed that parents' involvement in their children holds little promise due to lack of specificity such as clear strategies, and specific aspect in which parents are involved in managing students' discipline which lead to the inconsistency in the expected outcome. However, studies from developing countries revealed that involvement of parents in education affairs of students is significant in achieving academic performance (Salac & Epstein, 2022; Edward et al., 2022; Seni & Onyango, 2021; Nyembeke, 2016). Likewise, some other studies from Africa such as Jinot (2018) in Mauritius, Kaluku et al. (2020) and Wanja (2014) in Kenya, Temitayo et al. (2013) in Nigeria, Mabula and Ligembe (2022) and Kadama (2016) in Tanzania found parents involvement with greater influence in managing students' discipline although there have been no sufficient involvement of parents in managing discipline. The insufficient involvement of parents in managing students' discipline has resulted to the increase of indiscipline cases such as high dropout, truancy, drug abuse, and alcoholism and sex relation among others. Most of these studies focused on parents'

involvement of students' discipline in general without specific focus to the community secondary school under jurisdiction of the LGAs. Studies on community secondary schools is important given that they have unique strategies, opportunities and challenges which are likely to be salient in improving students' discipline and parental involvement.

### **3. Methodology**

This research employed quantitative, and qualitative approaches to better broaden the understanding of the phenomena. Traditionally, both quantitative and qualitative approaches qualify each other and provide a comprehensive ground for a better comprehension of the problem under the study (Tashakkori et al., 1998). Based on the realm of the study, pragmatism philosophy was used. Pragmatism is generally regarded as the philosophical partner of the mixed methods approach (Johnson & Onwuegbuzie, 2004; Pham, 2018). It provides a set of assumptions about knowledge and enquiry that underpins the mixed methods approach and distinguishes the approach from purely quantitative approaches that are based on a philosophy of positivism and purely qualitative approaches that are based on a philosophy of interpretivism (Denscombe, 2010). The study was conducted in Dodoma City, which is the new capital city for Tanzania. The choice of Dodoma was influenced by the transfer of the government activities and ministries, including moving the Ministry of Education from Dar Es Salaam to Dodoma City in 2016 (Msacky et al., 2017).

The study collected quantitative data from the parents while qualitative data from heads of schools, head prefects and ward education officers of the community secondary schools. The survey method was used to collect quantitative data while the data from heads of schools and students were collected using focus group discussion. Similarly, interview method collected data from the ward education officers. Quantitative data were analysed descriptively using frequency and percent while qualitative data were summarised and organised to triangulate the quantitative data.

In order to gather the required information from Dodoma City, the study considered probability, and non-probability sampling procedures in selecting the different units of the study for quantitative and qualitative data. The formula by Yamane (1967) was applied to compute for the sample size from population of parents. Then, heads of school, head prefects, and ward education officers were purposively selected. Consequently, 100 parents, 30 heads of schools, 25 students, and 5 ward education officers were selected to provide evidence based

on their experiences. Table 1 shows the demographic characteristics of the parents and teachers who participated in the study.

**Table 1**

*Demographic characteristics*

		Parents		Teachers	
		F	%	F	%
Sex	Male	30	30	10	33
	Female	70	70	20	67
Age	25-35 Years	11	11	12	40
	36- 45 Years	58	58	14	47
	46-60 Years	22	22	4	13
	60+ Years	5	5	-	-
Highest education level	Non formal education	13	13	-	-
	Primary education	41	41	-	-
	Secondary education	18	18	-	-
	Certificate	12	12	-	-
	Diploma	11	11	6	20
	Degree	6	6	23	77
	Masters	-	-	1	3
Work experience	1-5 years			6	20
	6- 10 years			10	33
	above 10			14	47
<b>Total (N)</b>		<b>100</b>	<b>100</b>	<b>30</b>	<b>100</b>

*Source:* Field Data (2023)

#### 4. Findings and Discussion

This section is divided into two subsections, namely extent of parents' involvement in managing students' discipline and strategies to involve parents in students' discipline. The findings of the subsections were obtained from the parents, heads of community secondary schools, head prefects and wards education officers. The study findings attempt to show that parents' involvement in management of students' discipline is crucial for the improvement of education delivery and education management. Thus, the findings may help the Ministry of Education and LGAs to establish strategies and policies which would enhance the involvement of parents in managing students' discipline in community secondary schools.



#### ***4.1 The parents' involvement in managing students' discipline***

Several aspects of parents' involvements were examined in relation to student discipline in the community secondary schools. The results in table 2 show that 41% of the parents disagree in discussing the acceptable behaviour of their children in the community secondary school. This is supported by the students during focus group discussions who added that their parents had never had an opportunity to discuss with the school management about the acceptable behaviour in the community secondary schools. Similarly, in the case of monitoring students' schedules in and out of the school, 40% of the parents disagreed they are being involved.

This assertion was also supported by head prefects of the community secondary schools' revelations that the students are involved in activities at schools, which parents were not aware. The prefects added that they are involved in extracurricular activities after school hours and even during weekends without informing parents. One head prefect had this to say:

*“Teachers have been involving us in school activities and responsibilities without following the normal procedures that we had been using for years, including informing parents of the task/event. Lack of information makes us arrive home late. Some students use this lack of information to parents as an opportunity to do other evil things such as sex, drink alcohol or smoke cigarettes or marijuana.”*

(Focus Group Discussion, April, 2023)

However, findings show that the majority of parents agreed (48%) that they are involved by school management in tracking student's attendance by making sure that students go to school every school day. This is also backed by the head prefects who added that in case of absence from school, the parents notify the class teacher. Similarly, the ward education officers added that parents are committed in encouraging school attendance. They added that sometimes the parents may visit school to make sure that their children attend school.

With regard to parents' involvement in assessing the behaviour of their children and knowing their friends, majority of the parents (40%) disagreed that they were involved. The prefects of selected schools affirmed that parents do not know their children's friends in and out of the school environment. These are concomitant with Watson and Bogotch (2015) on the low involvement of parents in knowing the friends of their children. The ward education officers insist on the need for the parents to make efforts to assess behaviours of the friends of their children.

**Table 2***Descriptive statistics on the extent of parents' involvement in managing discipline*

<b>Indicators</b>	<b>Standard Error</b>	<b>Median</b>	<b>Standard Deviation</b>	<b>Sample Variance</b>	<b>Kurtosis</b>	<b>Skewness</b>	<b>Minimum (%)</b>	<b>Maximum (%)</b>	<b>Confidence Level (95.0%)</b>	<b>Interpretation</b>
Discuss acceptable behavior	7.3	13.0	16.4	270.0	-2.6	0.6	5.0	41.0	20.4	Disagree
Monitor student's schedules in and out of school	6.3	16.0	14.1	197.7	1.1	0.7	2.0	40.0	17.5	Disagree
Track students' attendance and notify school management	8.4	9.0	18.9	356.5	-0.8	1.0	4.0	48.0	23.4	Agree
Asses the behaviour of children and knowing their friends	6.2	16.0	13.9	192.0	-1.0	0.8	8.0	40.0	17.2	Disagree
Attend school meetings related to discipline	11.2	6.0	24.9	622.0	2.6	1.7	4.0	62.0	31.0	Disagree
Follow-up on students' behaviour	8.1	16.0	18.2	329.5	3.6	1.7	3.0	51.0	22.5	Disagree
Support school disciplinary measures	9.7	12.0	21.7	472.0	2.2	1.5	4.0	56.0	27.0	Agree
Inspect children's room and school bags	13.2	8.0	29.4	866.0	4.5	2.1	2.0	72.0	36.5	Disagree
Punish and reward behaviour displayed by children	8.8	9.0	19.8	391.5	2.3	1.6	6.0	53.0	24.6	Agree

*Source:* Field Data (2023); N=100

Moreover, majority of parents (62%) disagreed that they attend various school meetings conducted to discuss and decide on various issues related to the discipline of the students. During the focus group discussions with the head prefects, it was raised that most of the school meetings conducted at the school were purposely for the development of school infrastructures such as the construction or maintenance of school buildings and academic camps for classes with national examinations such as form two or four students. Thus, parents are invited to the school meetings to be informed about the contributions in form two or four while discipline issues carry little weight in such meetings. However, majority of parents (56%) agreed that they were involved in supporting disciplinary measures used by the school management to manage the discipline of the students. They simply support school management in their disciplinary measures employed at school including corporal punishments. The findings are reinforced by the wards' education officers who added that parents do side with the school management in supporting school discipline measures. Meanwhile, teachers had almost the same responses in assessing parental involvement in managing students' discipline. A majority of heads of schools asserted that they involved parents in monitoring students' attendance although parents are reluctant to participate. During the focus group discussions, majority of heads of schools mentioned monitoring students' attendance by involving their parents in discipline issues. They assured that parents are required to get involved in managing the discipline of the students through students' attendance every day. In doing so, parents are advised to have close cooperation with teachers by having frequent communication to make sure that their students attend school every day. Parents are required to inform classroom teacher in case of students' non-attendance. A teacher in FGD added that:

*"...parents were involved through monitoring student's attendance by having frequent visits to schools to see if their children's attended school as required. Also, parents had a room to call the class teachers or heads of schools and ask about their children's attendance and other academic progress. Further, parents were allowed to send information to class teachers when their children for any reason failed to attend school. Parents were instructed to do this through meetings held twice a year for the first and second semesters, including reporting the child's absence from school."* (Focus Group Discussion, April, 2023)

Despite the agreement with the school discipline measures, the focus group discussions with heads of schools asserted that parents do not support disciplinary measures used by the

school management as some of them have been too negative about the teachers and resist their children being punished. They complain that punishment causes physical injuries to their children while other parents threaten sending teachers to the police station. Hence, teachers request parents' permission before punishing a student. However, most of the time students are given corporal punishment without consulting the parents. In the light of these contradicting scenarios, it can be deduced that parents' involvement in these matters is very low. These are consistent with Semali and Vumilia (2016) on the challenges facing teachers attempts to discipline secondary school students in Arusha region, Tanzania. Parents were not supporting teachers' efforts to manage students' discipline such as the use of suspension, expulsion, and corporal punishment. Some parents are against some forms of punishment and even argued that they are unfair, undeserved and lead to physical injury. However, questions have been raised on parents' involvement in the establishment of school rules and regulations.

School management involved parents in allocating time to discuss about their children's discipline issues. With the phases of students' physical development and growth, students need close monitoring and guidance to protect them from engaging in indiscipline issues such as early sex relations. These concur with Obeidat and Al-Hassan (2009) on the potential positive effects of parental involvement on behaviour and social skills. Similarly, Temitayo et al. (2013) conclude that home factor is the major element attributed to the increase in indiscipline cases; situations where parents contributed as bad role models and avoiding parental responsibility (Kabiru, 2006). For example, some parents appear drunk and use abusive language in the presence of their children.

Findings also show that a large majority of students confirmed that school management involves their parents in monitoring their attendance. During focus group discussions, majority said their parents monitor their attendance and notify school management if they do not attend school. Furthermore, parents are involved in the management of students' discipline through creating a conducive and friendlier environment, supporting disciplinary measures used by teachers such as corporal punishments, assisting to complete school assignments, and allocating time to discuss discipline issues with their children. With these, the students affirm that school management is highly involving their parents in managing students' discipline. A student in the focus group added that:

*...parents are involved in monitoring our attendance by having frequent visits at schools to see if we are in the class or call the class teacher and ask for our presence at the school. (Focus Group Discussion, April, 2023)*

With the contradicting arguments from parents, teachers and students, this study upholds a low level of parental involvement in the management of students' discipline in Dodoma City. With the increased cases of student misbehaviours in schools, these concur with Obeidat and Al-Hassan (2009) that involved more likely to improve student behavior and Temitayo et al. (2013) that lack of parental involvement is attributed to the increase of indiscipline cases in secondary schools. The findings infer to Coskum and Katitas (2021) that the low involvement of parent in discipline of the children may be due to the lack of mutual acquaintance and regular communication with the school management. Hence, parents and teachers in community secondary schools need to develop mutual acquaintance and regular communication to achieve better student discipline.

#### ***4.2 Strategies to involve parents in students' discipline***

This subsection presents the strategies used by the school management to involve parents in managing students' discipline in Dodoma City of Tanzania. The school-family-community partnership theory postulates that the parents' involvement in the management of secondary schools plays a very crucial function in shaping discipline. The theory explains how parents' involvement can be influenced by a series of strategies, which is vital in the development of relationship between parents and school management.

While parents were involved in managing the discipline of the students through formation of committee, the results in table 3 show a significant number of parents show disagreement on notifying them before the meeting (49%) and formulation of a parent committees (42%) to monitor students' discipline. It was discussed in the focus group that parent committees were not fairly formed because some of the school heads chose parents close to them as committee members. Similarly, most schools do not have discipline committees which are solely composed of parents. While the committees are used as a strategy to attract parents' interest in monitoring and follow-up on their children's behavior, the teachers believe that parents are not really hands-on in performing their committee tasks. Hence, the results show that parents were not involved in the control of students' behaviours and no actual students' behaviour management meetings conducted.

**Table 3**

*Descriptive statistics on strategies used to involve parents in discipline*

<b>Indicators</b>	<b>Standard Error</b>	<b>Median</b>	<b>Standard Deviation</b>	<b>Sample Variance</b>	<b>Kurtosis</b>	<b>Skewness</b>	<b>Minimum (%)</b>	<b>Maximum (%)</b>	<b>Confidence Level (95.0%)</b>	<b>Interpretation</b>
Notification provided before the meetings day	7.66	12.00	17.13	293.50	2.84	1.73	8	49	21.27	Disagree
Formulation of parent committees to manage discipline	7.04	22.00	15.75	248.00	-0.66	0.35	2	42	19.55	Disagree
Involved in the establishment of school rules	7.04	14.00	15.75	248.00	4.77	2.17	10	48	19.55	Strongly Disagree
Involved in familiarization of school rules	11.12	10.00	24.86	618.00	4.59	2.12	4	64	30.87	Agree
Fined when fails to respond to the school call	12.82	10.00	28.66	821.50	4.79	2.18	3	71	35.59	Disagree
Sharing information with class teachers	5.44	22.00	12.17	148.00	0.42	0.60	6	38	15.11	Disagree
Teachers educate me on how to assist my child in completing school assignment	8.17	12.00	18.28	334.00	0.27	1.03	2	48	22.69	Strongly Disagree
Summoned only when students misbehave repeatedly	10.90	10.00	24.37	594.00	3.54	1.87	4	64	30.26	Strongly Agree
Conducive and friendly school environment	8.70	12.00	19.46	378.50	4.07	1.99	7	54	24.16	Agree

Source: Field Data (2023); N=100

While parents admitted during the focus group discussion the presence of general parents' meetings years ago, 48% have not been involved in establishing school rules and regulations. The rules are created by school management under the directives from the local government and the concerned ministries. However, there has been very low participation of parents. Furthermore, majority of parents (64%) reported that they were summoned by school management only when a student committed several repeated indiscipline cases. It was stressed that parents were called to the school as soon as the child was found guilty of serious misconduct, wherein the school administration also involves the school board in taking a serious disciplinary action including suspensions or dismissal. Although there were occurrences of lapses on school leadership and initiatives on student discipline, majority (54%) still found conducive and friendly school atmosphere that encouraged them to visit at any time. The schools are generally very welcoming to parents who need information about their children and school development, in general, although there were few instances of teachers not receiving parents to inquire on academic progress. While parents admitted during the focus group discussion that a conducive and friendly school environment is a good way to involve parents in managing students' discipline, all of them believe that their involvement in the establishment of school rules and regulations is the best strategy, which is lacking at the moment.

## **5. Conclusion**

This study reflects a low parental involvement in managing student discipline in community secondary schools under the LGAs in Tanzania. While there were good practices in place, parental involvement is still challenged by parental as well as school leadership issues. The participants cited strategies in reinforcing student disciplinary matters such as parents' familiarisation with school rules, and engagement in the formulation of disciplinary committee. However, parents admit the lack of parental representation in the formulation of school rules and regulations. Hence, this study posits the need for parental representation both in the formulation and implementation of rules and regulations concerning student discipline to ensure clarity, consistency and fairness. Similarly, school management should empower parents to monitor and support their children's attendance, academic progress, and behaviour

at home and school. This will materialize through parents' active role in school activities and regular communication with the teachers.

Given the limits of the study in relation to the scope and gathered data, further studies are encouraged on the effects of parental involvement on students' behaviour and academic achievement in the same setting but wider scope. Similarly, further research on the challenges and opportunities of parental involvement in discipline management and identification of the best practices and models of parental involvement in discipline management are highly recommended.

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