



INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA

Mary Wangui Njugia¹ⁱ,

Beatrice Ndiga²,

Michael Kimotho³

¹Master's Student,

Tangaza University,

Nairobi, Kenya

²Lecturer,

School of Education,

Tangaza University,

Nairobi, Kenya

³Lecturer,

Faculty of Education,

The Catholic University of Eastern Africa,

Nairobi, Kenya

Abstract:

This study assessed the influence of parental involvement on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The study adopted a concurrent mixed-method design. The quantitative approach used a cross-sectional survey design, while qualitative data used a case study design. The target population was 15 public secondary schools, 15 principals, 330 teachers, and 3600 students. Simple random sampling was used to select 12 out of 15 public secondary schools. Criterion purposive sampling was used to include all the 12 principals and their respective 12 deputy principals. The 116 teachers were selected using stratified simple random sampling. Systematic sampling was adopted to select 360 out of 3600 students. Data collection tools included questionnaires and an in-depth interview guide. Both inferential and descriptive statistics were used to analyze quantitative data, which was presented in frequencies, percentages, tables and graphs. Qualitative data were analyzed using a thematic approach and presented in the form of narratives and direct quotations. The study revealed that the principal's administrative practices, including parental involvement, significantly influence students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. However, parents were found not effectively involved in matters concerning students' discipline. The study recommends that principals establish clear and consistent discipline policies that are effectively

ⁱ Correspondence: email marynjugia@gmail.com

communicated to students, parents, and staff. These policies should clearly outline expected behaviors, consequences for misconduct, and disciplinary procedures. Principals should also invite parents to participate in meetings concerning student discipline, as their involvement can provide valuable insights and foster a collaborative approach to behavioral management.

Keywords: influence, principals, parental involvement, students' discipline

1. Introduction

When a school principal upholds effective administrative practices, students' discipline is likely to be effectively managed and improved. The actions of the principals form the basis of the overall mood of the school. If they consistently support teachers fairly in implementing the discipline plans and following through on disciplinary actions, then teachers will follow their lead, and consequently, the discipline of learners will improve. Administrative practices refer to the set of policies, procedures, and actions that are implemented by school administrators to effectively manage the day-to-day operations of a school (Melissa, 2020).

These practices include activities such as parental engagement in the affairs of the school through effective communication and other stakeholder meetings and student involvement in the matters that affect them. Effective principals' administrative practices are crucial for creating a positive and productive learning environment where the discipline of learners is highly embraced. For example, they ensure that schools' resources are effectively utilized and that the needs of students, teachers, and other staff members are met (Leithwood & Jantzi, 2015).

Principals' administrative practices may also include the support of guidance and counseling, parental involvement in the affairs of the school, students' involvement in decision-making, and the provision of resources that enhance learning and learners' discipline. Sejtanic (2017) noted that changes within the education process need effective administrative practices. The author further argued that school administrators have to continually search for effective and efficient ways of running schools for effective performance. Merciniak (2015), Jaelani (2019) and Kiprop (2016) argued that, as an administrator, the principal plays an important role in maintaining discipline in the school. The principal sets the tone and morale of the school, through which he or she influences the discipline of not only teachers but students as well. Kiprop (2016) further mentioned that even at the classroom level, what the teacher does on matters of discipline is influenced by the standards and expectations of the principal. This clearly shows that discipline in the school is the function of the administration and is dependent upon the principal's administrative practices since they are in charge of all school matters.

A study by Ozdemir (2019) about school managers' communicative skills in schools' atmospheres found that schools are places where social interactions take place most frequently. Thus, teachers, students, and parents are the individuals of the school

and school heads must make an effort to involve them in the affairs of the school since they constitute this social place. Leithwood and Jantzi (2015) contend that school principals form a very important component of secondary school administration and influence the extent to which students manifest desirable behavior patterns. A large part of any secondary school principal's job is to handle student behavior by adopting a multiplicity of practices. Principals establish disciplinary management measures and practices to mitigate the impact of indiscipline among students. These measures include but are not limited to guidance and counseling, motivation of peer counselors, use of mentorship programs, parental involvement, student involvement, and ensuring stricter adherence to rules and regulations. The principals are also expected to model behaviors that students can emulate (Woong, 2023).

Discipline plays a key role in ensuring a healthy social life. Since schools play an important role in character development and shaping behavior, discipline in schools is pivotal and of paramount importance. Thus, heads of schools must apply practices that enhance discipline among the learners. In a study done in the United States of America about principals as key holders to fixing students' discipline, Sorensen (2021) established that education leaders grapple with emerging questions about the best approach to student discipline. These questions stem from heightened concerns that disciplinary tools that remove students from school, such as out-of-school suspensions and expulsions, may harm the removed students' future educational success.

Bunijevac (2017) argued that parents and families have a major impact on the success of the education and upbringing of children in terms of discipline and academics. Bunijevac further argued that to comply with the system of integrated support for their students, school heads in the USA need to build partnerships with parents and develop mutual responsibility for children's success in the educational system. In this way, parental involvement is increased, parents' efforts to support schools are encouraged, and they are directly making a positive impact on a successful educational system.

In Dutch schools, the introduction of guidance and counseling is an important part of a pupil's support system that is provided at all three levels of support (general, intensified, and special). These categories comprise both academic and psychological counseling, which has helped in counseling students regarding their learning difficulties and behaviors that have led to improved discipline and improved academic achievement (European Commission, 2023).

Macky and Johnson (2015), in their research about students' views concerning children's rights in New Zealand, reported that where student leadership was involved in school administration, students were more likely to be involved in a range of discipline management issues. This gave them a greater sense of school ownership as well as enhancing their problem-solving abilities, and improving their behavior. In Sweden, Durrant (2017) asserts that students' discipline challenges manifest themselves in theft, delinquency, murder, assault, truancy, and others. In Australia, the situation is not different. Brister (2016) asserts that behavior and discipline problems in schools are on the rise, which requires heads of schools to implement effective discipline measures.

Zhang (2022) explored the Chinese school principals' experiences in building a learning community through the Fifth Discipline (shared vision, personal mastery, mental models, team learning, and system thinking) in helping them embrace student engagement, teacher commitment, and parents' involvement for school improvement and student achievement. Findings showed that principals face three challenges, including: testing score limits to create a learning community, saving costs that make it difficult to hire a highly professional teacher, and high expectations that cause a high dropout rate. This study also finds three ways to use the Fifth Discipline for student engagement, teacher commitment, and parent involvement: communication, self-improvement, and self-reflection. Findings show that principals use three strategies for nurturing school capacity, including visibility, educational core values, and lifelong learning.

The management of schools and the discipline of learners has also attracted the attention of scholars in Africa. Nielsen (2023) conducted a study about school principals' emotionally draining situations and student discipline issues in the context of work intensification in Nigerian schools. The study established that acts of indiscipline, such as truancy, hooliganism, disruptive classroom behaviors, examination malpractices, disrespect of school authority, and drunkenness, are on the increase in schools. In most cases, learners that exhibit the aforementioned behavioral traits come from schools whose principals do not strictly enforce discipline or those that have inadequate rewarding or punitive measures to ensure effective discipline. In many schools in South Africa, student indiscipline levels are very high. A study in KwaZulu Natal Province by Cicognani (2017) noted that cases of indiscipline among students in high school have skyrocketed to unprecedented proportions, which demands effective principals' administrative practices that will help to instill discipline in schools.

A study by Speacioza (2023) about students' discipline in Nyagatare District, Rwanda, indicated that the head teachers' administrative activities are significantly related to students' discipline. Speacioza further mentioned that participatory decision-making, the exercise of control over students, assigning work to students, and students' participation in school leadership result in the timely completion of school projects, following the school dress code, respecting school authorities, and using the right language at school. The study supports the existence of a direct link between how the principals lead and how the learners respond in terms of compliance with the expected behavior and discipline. The study, however, provided limited information regarding how the principal's administrative practices, such as support for guidance and counseling, parental involvement, and the provision of resources and how they influence students' performance, hence the need for the current study that looked into administrative practices and students discipline to fill the gap. Harper (2016) observes that in Tanzania, the role of student leadership in the governance of schools is well entrenched, with a provision for student participation in formulating school rules and regulations. Harper further argued that students can become accountable for their responsibilities by practicing direct democracy and learning from their mistakes.

In Kenya, Kiprob (2015) revealed that school administrators should consider students as part of the school's discipline management system in order to maintain discipline in schools. Students may participate in the process by, first and foremost, reading and understanding the school rules, agreeing to be bound by the rules, and committing to complying with them. Many schools hand out a copy of their rules and regulations to their new students. Kiprob argued that students should be motivated to participate in cultivating right behavior and ensure that deviant students are helped by their colleagues first before the matter escalates to the school administration. Kiprob looked at students' discipline from two perspectives: preventive and corrective. Preventive refers to administrative actions taken to encourage students to follow rules and regulations, which prevent infractions and stimulate students to meet school expectations, while corrective discipline follows an infraction of a rule in order to discourage repeating the same violations.

Kasau (2022) conducted a study to investigate the influence of principals' managerial practices on students' performance in secondary schools in Kitui County, Kenya. The study established that the involvement of students by the principals was indicated as one of the measures used to deal with issues of discipline in schools. Students were involved in the critical decisions of the schools, such as crafting the school's mission and vision and matters that affect students, which reduced the reported cases of indiscipline. This study shows that student involvement is important in handling issues of discipline in schools and acted as the basis for the current study.

In Matungulu Sub-County, the role of the principals is recognized as important for providing an environment where positive students' discipline is maintained and checked. Effective school principals ensure that school policies are far more likely to be successful where they are clearly understood and accepted by all partners, such as parents, teachers, and students, within the school community (Republic of Kenya, 2016). In addition, Kiprob (2015) argued that school administrators should involve parents and students in the general school disciplinary environment. These studies highlight that when students effectively participate in the running of the school, they learn the right behaviors and are trained to follow the school code.

The Wangai Task Force Report, also known as the Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Government of Kenya, 2019), emphasized that strengthening guidance and counseling is an intervention for dealing with indiscipline in schools. This recommendation was based on the idea that the ban on corporal punishment by the Ministry of Education, Science, and Technology in 2001 required that authorities look for alternative methods of dealing with indiscipline in schools. Despite the emphasis on guidance and counseling programs as a method of promoting discipline in schools, cases of indiscipline have continued to be reported in Kenyan schools. These include student unrest, arson, theft, smoking, cheating in examinations, drug and substance abuse, bullying, and truancy, some of which have led to widespread destruction of property and loss of lives (Maina *et al.*, 2021).

In a study by Gitonga (2018), common cases of indiscipline in Kenyan secondary schools were highlighted, including sneaking out of the school compound, drug abuse, theft, and vernacular speaking. The study further found that the main causes of student indiscipline in the schools were inefficient measures put forward by the schools to deal with discipline, such as limited involvement of parents and inconsistency of punishments. The study suggested that the primary stakeholders including school principals, devise effective ways of dealing with the issues of indiscipline in schools in order to reverse the trends. Gitonga (2018) did not mention how administrative practices, such as students' involvement in decision-making and the provision of adequate resources, influence the discipline of the learners, a gap that necessitated this study to fill. A study by Tikaye (2017) established that secondary schools in the Turkana Sub-County have been facing challenges due to student unrest. In the recent past, some schools have been closed due to student riots, which have been blamed on students' disagreements with the decisions of the schools. Aukot (2017) argued that there is an increase in cases of indiscipline among students, which has affected the academic performance of secondary schools in Turkana Sub-County.

The increased cases of indiscipline among secondary school students in Turkana Central Sub-County have become a cause for concern and have raised questions regarding the effectiveness of the principals' administrative practices in dealing with indiscipline among students (Aukot, 2017). There has also been limited literature in Turkana Central Sub-County that explains how principals' administrative practices (support for guidance and counseling, parental involvement, involvement of student councils in decision-making, and principals' provision of resources) influence students' discipline. These factors have prompted the current study to assess principals' administrative practices in relation to students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

2. Statement of the Problem

The discipline of students is likely to be effective in schools where the principals use effective administrative practices. Indiscipline cases have been common in most schools, including those in Turkana Central Sub-County. Thus, the government of Kenya has made efforts to ensure that the principals apply the best practices that will enable them to improve the discipline of learners in schools. This has occasionally been done through the training of the principals and teachers on the discipline management of students (Galgalo, 2023). Despite the efforts of the government, the discipline of students in public secondary schools in Turkana Central Sub-County has continued to decline. Aukot (2017) revealed that there is an increase in cases of indiscipline in schools, which has affected the academic performance of learners. Some schools have been closed due to student riots, which have been blamed on the students' disagreements with the school's decisions. These increased disciplinary cases in Turkana Central Sub-County have become a cause for concern because if nothing is done about them, they can lead to consequences such as

an increased decline in academic performance and weakened school reputations. The increased cases of indiscipline in the area have raised questions. These questions concern the effectiveness of the principals' administrative practices in dealing with disciplinary cases among students. There has also been limited literature in the area that explains how principals' administrative practices influence students' discipline. The limited literature available, such as that of Aukot (2017), is dated, which necessitates new knowledge, hence the need for the current study, which sought to assess the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

2.1 Objective of the Study

- 1) To find out the influence of parental involvement on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya

2.2 Research Question

- 2) How does principals' parental involvement influence students' discipline in public secondary schools in Turkana Central Sub-County, Kenya?

3. Theoretical Framework

The current study was anchored on the assertive discipline theory as advocated by Canter and Canter in the 1970s. This theory addresses significant issues with regard to the management of students' discipline (Drew, 2023). According to assertive discipline theory, educators (principals) should design a discipline plan and formulate four to five rules with specific consequences for not following them. The rules and expectations should first be identified and then presented to students, ensuring that they are understood. Additionally, Canter and Canter (2001) opine that parents must be involved in the discipline of students and should reinforce the rules by using positive repetition instead of punishing the negative ones.

Further, assertive discipline theory recommends a five-step discipline hierarchy of intensifying consequences when infractions of rules happen. A student should be given a warning after the first infraction, while the parent should be called after the fourth infraction. The fifth sanction requires the involvement of the school administration, where the school principal has to be involved. However, according to the theory, students' awareness and input are emphasized. This theory is relevant for the current study since a school as an organization is governed by rules and regulations that must be observed by all students. The theory acknowledges that in order to secure student compliance, principals should endeavor to involve parents as well as students in the formulation of both rules and consequences. The theory indicates that through guidance and counseling, student mentorship, and the practice of an open-door policy, principals, teachers, and parents can influence the extent to which students manifest desirable behavior patterns.

4. Influence of Parental Involvement on Students' Discipline

Parental involvement refers to parents' participation in their children's education at home and school (Đurišić & Bunijevac, 2017). Partnership with parents enables the building of mutual responsibility for children's success in the educational system. Mbaluka (2017) conducted a study in the USA about the impact of students' self-discipline and parental involvement on academic performance. The study sought to determine whether students' self-discipline and parental involvement in their academic activities have any impact on their Test of Basic Skills and Scores. The study was quantitative and cross-sectional, in which multiple regressions were used to investigate the relationship between student self-discipline, parental involvement, and student scores. In order to collect data for the preliminary study, teachers responded to the Self-Control Rating Scale questionnaire to rate their students' level of self-discipline. Results indicated that students' self-discipline and parental involvement are significantly correlated with an increase in their scores. On the other hand, parental involvement showed a higher correlation with parental involvement scales. This study seems to indicate that when parents are actively involved in their child's school, students tend to have fewer disciplinary issues and are more likely to attend school regularly. This study will act as a foundation for the current study that will establish principals' administrative practices and how they influence the discipline of learners.

In Indonesia, schools highly value parental involvement because of its impact on students' achievement. Most studies have indicated consistent findings that parental involvement in Indonesian schools is a significant factor in predicting students' achievement. Syamsudduha (2017) conducted a focus group discussion with school principals, teachers, and parents of both primary and high school students. The study conducted observations of parental involvement activities in public secondary schools. The study found that parental involvement in Makassar is still low. Parental involvement in the school was limited to the parents' contribution to school finances. This study reveals that parental involvement in Indonesian schools is indeed a significant factor in predicting students' achievement. When parents actively participate in their children's education, it creates a positive and supportive environment that enhances students' motivation, learning outcomes, and overall academic success. The study by Syamsudduha, however, had limited discussion on how parental involvement influences the discipline of learners and was also silent on how the principals are involved in supporting parental involvement, which the current study intends to incorporate.

Esuabana and Duruamaku (2018) examined family counseling and premarital sexuality among in-school female students in Calabar Metropolis, Cross River State, Nigeria. The study adopted an ex-post facto research design with a population of 5,918 female students. The sample comprised 700 in-school female students drawn from the two local government areas of the metropolis. A questionnaire developed by the researcher titled *Family Counseling and Pre-Marital Sexuality Questionnaire (FCPSQ)* was used for data collection. The data gathered were analyzed with a one-way analysis of

variance (ANOVA). The findings revealed that family communication counseling has a significant influence on pre-marital sexuality among in-school female students, family relationship counseling has a significant influence on premarital sexuality among in-school female students, family relationship counseling has a significant influence on premarital sexuality among in-school female students, and there is a significant influence of family structural counseling on premarital sexuality among in-school female students (with the following dimensions: intimacy, romance, and sexual promiscuity). It was recommended, among others, that family counselors intensify efforts to propagate and reorientate moral values. School and community leaders should use the family communication approach to address premarital sexuality among in-school female students. The current study will build on the cited study to investigate how parental involvement influences the discipline of students in public secondary schools in Kenya.

Habyarimana (2018) conducted a study entitled *Parental Involvement and Students' discipline in Twelve-Year Basic Education Schools: A Case Study of Nyarugenge District, Kigali Province, Rwanda*. The main purpose of this research was to examine the involvement of parents in student discipline in twelve-year basic education in Rwanda. This study was guided by three specific objectives: to identify cases of indiscipline in twelve years of basic education in Nyarugenge District; to examine areas of parental involvement in students' discipline control in twelve years of basic education in Nyarugenge District, and to establish the relationship between parental involvement and students' discipline in twelve years of basic education in Nyarugenge District. The quantitative data were analyzed using descriptive statistics. It was confirmed by 50% of teachers, 62% of students, and 56% of PTC representatives that parents are not adequately involved in students' discipline control in the areas of effective inter-communication with the teachers and other school authorities, rewarding students for good behaviors, visiting students to discuss their discipline with teachers and other school authorities, and attendance at school meetings on discipline. The study on the third objective found that a low degree of significance exists between parental involvement and students' discipline in 12YBE schools in Rwanda. It was also recommended that government policymakers in the Ministry of Education set up a special policy arousing parents to participate in their students' discipline improvement and highlighting different areas under which parents should get involved in their students' discipline. This informed the current study to investigate on how parental involvement influences students' discipline in public secondary schools.

In research conducted in Tanzania, Mwakililo (2021) assessed the influence of parents' involvement on students' academic achievements in community secondary schools in Mbeya City, Tanzania. The study used a mixed-methods design, targeting parents, teachers, students, and principals of schools. The study examined the pattern and extent to which parents' involvement in students' academic achievement. Findings revealed that there was a strong and positive relationship between parents' involvement in school affairs and students' academic achievement. This clearly indicates that when parents are involved, for example, in helping students do homework, students' discipline

and commitment tend to improve, and consequently, their performance improves. The study, however, did not discuss how parents are involved in the school to enable the effective performance of learners, which the current study intends to address.

The degradation of students' discipline is a serious problem in schools in Kenya. Musau (2018) carried out research about family factors that influence parental participation in the management of learners' discipline in public day secondary schools in Kitui County, Kenya. The hypotheses were that there is no relationship between parents' levels of economic status, education, drug and substance abuse, exposure of students to electronic media facilities, and parental involvement in the management of student discipline. The study was based on social learning theory. The sample was obtained by purposive sampling, simple random sampling, and stratified proportionate sampling. It was established that parents of low economic status were less involved in the management of their students' discipline.

The results of the Pearson correlation coefficient test indicated a strong positive correlation; hence, the hypothesis was rejected, and the conclusion was made that the parents with low levels of educational attainment were less involved in the education of their children. The Chi-square test results indicated that hypothesis Ho3 was rejected, and the alternative hypothesis that there was a strong association between parents' drug and substance abuse levels and their involvement in the management of students' discipline was accepted. It was thus suggested that the school board of management should organise workshops to equip parents with parental skills on home supervision; parents should avoid drug and substance abuse in the presence of their children and monitor the use of electronic media facilities by their children. The current study will establish whether similar findings can be found in Turkana Central Sub-County, Kenya.

5. Research Methodology

The study adopted a concurrent mixed-method design. The target population was 15 public secondary schools, 15 principals, 330 teachers, and 3600 students. Simple random sampling was used to select 12 out of 15 public secondary schools. Criterion purposive sampling was used to include all the 12 principals and their respective 12 deputy principals. The 116 teachers were selected using stratified simple random sampling. Systematic sampling was adopted to select 360 out of 3600 students. Data collection tools included questionnaires and an in-depth interview guide. The research instruments were reviewed for validity by the researcher's supervisors. In addition, Pearson's correlation coefficient was used to assess the reliability of the study instruments and a coefficient of 0.823 was realized, which was considered adequate. Both inferential and descriptive statistics were used to analyze quantitative data, which was presented in frequencies, percentages, tables and graphs. Qualitative data were analyzed using a thematic approach and presented in the form of narratives and direct quotations.

6. Research Findings

6.1 Influence of Principals' Support of Parental Involvement on Students' Discipline

The second question of this study was to find out whether parental involvement has an influence on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The teachers and students were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the table below.

Table 1: Principals' Support of Parental Involvement and Students' Discipline

Statement Teachers (n = 107)	SA		A		UD		D		SD	
	f	%	F	%	f	%	f	%	f	%
The principal's communication with parents regarding student discipline enhances students' discipline.	33	30.8	70	65.4	1	0.9	3	2.8	0	0.1
The involvement of parents in the school improves students' discipline.	11	10.3	72	67.3	4	3.7	5	4.7	15	14.0
Our principal collaborates with parents to set and enforce discipline policies.	20	18.7	73	68.2	1	0.9	2	1.9	11	10.3
Our principal embraces involvement in shaping the students' discipline	1	0.9	56	52.3	39	36.4	10	9.3	1	0.9
Students whose parents are cooperative with the school are disciplined.	9	8.4	80	74.8	3	2.8	4	3.7	11	10.3
The involvement of parents in the school improves students' discipline.	194	62.6	42	13.5	48	15.5	23	7.4	3	1.0
Parents are invited to attend the meeting regarding our discipline.	2	0.6	18	5.8	73	23.5	111	35.8	106	34.2
The principal asks parents to pay attention to our discipline.	59	19.0	174	56.1	35	11.3	24	7.7	18	5.8
Students whose parents are cooperative with the school are normally disciplined.	189	61.0	37	11.9	53	17.1	28	9.0	3	1.0
Students' data (n = 310)										

As presented in Table 1, majority of teachers (65.4%) agreed that the principal's communication with parents regarding student discipline enhances students' discipline. This finding suggests that effective administrative practices play a crucial role in shaping student behavior and maintaining discipline within the school environment. It indicates that when principals actively communicate with parents about disciplinary matters, it fosters a sense of accountability and cooperation between home and school, leading to improved student conduct.

Regarding communication with parents, one of the principals in an interview had this to say:

“Active communication between principals and parents plays an important role in enhancing student discipline within a school. As a principal, I normally engage in proactive and consistent communication with parents, and by doing this, I create a supportive and collaborative environment conducive to student success. By regularly updating parents on disciplinary policies, behavioral expectations, and any incidents involving their children, I tend to foster transparency and accountability. This open line of communication enables parents to stay informed about their child’s behavior at school and reinforces the school’s expectations for positive conduct. Moreover, when I actively involve parents in addressing disciplinary issues and seek their input in developing strategies for improvement, I cultivate a sense of partnership and shared responsibility in maintaining students’ discipline and a safe and conducive learning environment.” (Principal 4, 19/03/2024)

This finding underscores the importance of transparent and consistent communication channels between school administrators and parents, highlighting the positive impact principals’ communication with parents can have on students’ disciplinary outcomes. This argument is supported by Beilmann (2023), who contended that effective communication between parents and the school plays a crucial role in fostering a conducive learning environment and promoting positive student behavior.

Concerning whether the involvement of parents in the school improves students’ discipline, it was found that 67.3% of the teachers agreed with the statement, while 4.7% of the teachers disagreed. This suggests that principals may be implementing administrative practices that encourage parental engagement in school disciplinary matters. Principals who prioritise and actively support parental involvement likely establish policies and procedures that promote collaboration between parents and the school in addressing student discipline issues, which enhances the discipline of students.

One of the principals commented that:

“In my school, I strive to involve parents in students’ disciplinary matters. I recognize that involving parents in school disciplinary processes enhances student discipline. I try to establish clear communication channels with parents, ensuring they are informed about their child’s behavior and any disciplinary actions taken. I also encourage parents to participate in disciplinary meetings with school administrators, where we discuss strategies for improving behavior and fostering a positive learning environment.” (Principal 3, 19/03/2024).

Table 1 further revealed that most of the teachers (68.2%) were in agreement that their principals collaborate with parents in setting and enforcing discipline policies. It is important to note that when teachers and principals collaborate with parents in setting and enforcing discipline policies, several benefits emerge for ensuring the discipline of students. Firstly, such collaboration fosters a sense of shared responsibility and accountability among all stakeholders, including teachers, administrators, and parents,

towards maintaining a conducive learning environment. Parents also become more invested in supporting and reinforcing disciplinary expectations at home, thereby complementing the efforts made in school. As noted by Yunus (2018), involving parents in the disciplinary process allows for a more holistic understanding of students' behavior and challenges, leading to more tailored and effective interventions.

The study further found that slightly more than half of the teachers (52.3%) were in agreement that their principals have a positive attitude towards parental involvement in shaping the students' discipline. There were 36.4% of the teachers who were undecided on whether their principals have a positive attitude towards parental involvement in shaping the students' discipline. This finding could be attributed to several factors. Firstly, it may reflect a lack of clear communication from principals regarding their stance on parental involvement in discipline matters. If principals have not explicitly communicated their support or provided opportunities for teachers to witness their engagement with parents in disciplinary issues, teachers may remain uncertain about their principals' attitudes. Further, it could indicate varying perceptions among teachers based on their individual experiences with principals. Some teachers may have observed instances of positive parental involvement, while others may not have had similar experiences, leading to uncertainty about the overall attitude of the principal. Furthermore, it is possible that teachers feel hesitant to form a definitive opinion due to a lack of comprehensive understanding of their principal's approach to parental involvement in discipline. Therefore, this finding suggests a need for clearer communication and a consistent demonstration of support from principals to alleviate uncertainty among teachers regarding parental involvement in student discipline.

With regards to whether students whose parents are cooperative with the school are disciplined, the majority of the teachers agreed with the statement, while 10.3% strongly disagreed with the statement. The finding could stem from various factors. Firstly, teachers who agreed may have observed firsthand the positive impact of parental cooperation on student behavior and discipline outcomes. They may have experienced situations where students with supportive and cooperative parents showed better behavior and were more responsive to disciplinary measures. Conversely, the teachers who strongly disagreed may have encountered instances where, even with cooperative parents, some students still exhibited challenging behavior, leading to frustration and a perception that parental cooperation does not necessarily guarantee discipline. This discrepancy in responses highlights the complex interplay of factors that contribute to student discipline outcomes and underscores the need for principals in public secondary schools, particularly in Turkana Central, to implement tailored approaches to address behavioral challenges.

The study also sought the opinions of students on whether the involvement of parents in the school improves their discipline. These findings indicate that a significant proportion of students (62.6%) in public secondary schools, in the Turkana Central Sub-County perceive parental involvement in their schools as beneficial for improving their discipline. This suggests that students value the presence and participation of their

parents in school affairs, which attributes to a positive impact on their behavior. The minimal percentage (1.0%) of students who strongly disagreed with the statement suggests that there is a consensus among the majority of students regarding the positive influence of parental involvement on discipline. These findings underscore the importance of fostering strong partnerships between schools and parents to support students' behavioral development and discipline. A similar view was taken by Mbaluka (2017), who argued that parental involvement in a school has a substantial and lasting influence on students' behavior and conduct.

The study findings suggest a concerning lack of parental involvement in disciplinary matters, with a significant majority of students (70%) indicating that their parents are not invited to attend meetings concerning their discipline. This absence of parental engagement in disciplinary discussions may lead to a disconnect between the school and home environments, which may hinder the effectiveness of disciplinary interventions. Furthermore, the extremely low percentage (0.6%) of students who strongly agreed that their parents are invited to such meetings highlights a systemic issue that may contribute to a sense of disempowerment among students and parents. This finding highlights the need for principals in public schools in Turkana Central Sub-County to improve their collaboration between schools and parents to ensure effective disciplinary practices that will enhance the discipline of students. This finding is in line with the argument of Arman (2024) that a collaborative approach involving schools, families, and communities is an effective strategy for facing educational challenges, including the management of student discipline in schools.

The results in Table 8 reveal that a majority of students, comprising 75.1%, agreed that their principal encourages parental involvement in monitoring their discipline. However, a small percentage of students remained undecided about whether their principal solicits parental attention for their discipline. This finding suggests a significant impact on student discipline stemming from the involvement of parents by the principals. The findings indicate a concerted effort by school leadership to foster a collaborative approach where parents are actively involved in monitoring and supporting their children's behavior at school. Such involvement likely contributes to a heightened sense of accountability among students, knowing that their actions are subject to scrutiny not only by school authorities but also by their parents. However, the presence of a small percentage of students who remained undecided suggests potential variations in the extent or effectiveness of parental involvement across different student circumstances.

Regarding the involvement of parents, one of the deputy principals had this to say:

“Parental involvement in our school is highly encouraged and valued. Our principal actively promotes parents' participation in various initiatives aimed at enhancing student discipline. For instance, parents are encouraged to attend parent-teacher conferences, where they can engage in collaborative problem-solving and goal-setting discussions regarding their child's behavior. Parents are also invited to join school committees focused

on disciplinary policies and procedures, offering valuable input and insights from their parental perspective. These initiatives have been instrumental in enhancing the discipline of our students.” (Deputy Principal 3, 20/03/2024)

Additionally, 73% of the students concurred with the statement that students whose parents are cooperative with the school are normally disciplined. There were 17.1% of the students who were undecided regarding whether students whose parents are cooperative with the school are normally disciplined. The study findings indicate a strong perception among students that cooperative parental involvement positively impacts student discipline. The findings suggest that students recognize the correlation between parental support and effective disciplinary measures within the school environment. However, the presence of 17.1% of students who were undecided on this matter indicates a degree of uncertainty or lack of awareness among some students regarding the relationship between parental cooperation and disciplinary outcomes. This finding highlights the importance of enhancing transparency between schools, parents, and students to foster a shared understanding of the role of parental involvement in promoting positive discipline practices. These findings are in line with the results of a study by Motseke (2016) in South Africa, which revealed that parental involvement in discipline matters is essential for enhancing the discipline of students in a school.

7. Conclusions and Recommendations

Based on the findings, the study concluded that the principals' communication with parents regarding student discipline enhances students' discipline. It was concluded that parents are not regularly invited to attend meetings concerning student discipline, which affects the discipline of students. To address these issues, the study recommends that principals in schools should establish clear and consistent discipline policies that are effectively communicated to students, parents, and staff. These policies should outline expected behaviors, consequences for misconduct, and disciplinary procedures. Principals should invite parents to participate in meetings concerning student discipline, as their involvement can provide valuable insights and foster a collaborative approach to behavioral management.

Conflict of Interest Statement

As authors of this journal article entitled *Influence of Parental Involvement on Students' Discipline in Public Secondary Schools in Turkana Central Sub-County, Kenya*, we have no conflicts of interest to declare. We have all seen and agreed with the contents of the manuscript, and there is no financial interest to report. We certify that the submission is original work and is not under review by any other publication.

About the Authors

Mary Wangui Njugia is a Master's Student at Tangaza University, Nairobi, Kenya, with a strong passion for research.

Dr. Beatrice Ndiga is a Lecturer, School of Education, Tangaza University, Nairobi, Kenya. She is interested in educational administration research.

Dr. Michael Kimotho is a Lecturer, Faculty of Education, The Catholic University of Eastern Africa, Nairobi, Kenya. He has an interest in Educational research.

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