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Effects of parental involvement in discipline issues on students' academic performance in private secondary schools in the Athi River sub-county, Machakos County

By

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Abstract

The purpose of this study was to investigate the effects of parental involvement in discipline issues on students' academic performance in private secondary schools in the Athi River sub-county, Machakos County. The assumption of the study is that providing quality education and training is the ultimate goal of any educational system. The academic performance of students reflects the success of teaching. To guarantee peaceful cohabitation and coexistence in schools, the school authorities frequently make rules and regulations that direct and regulate student behaviour to establish high discipline standards. Specifically, the research sought to identify the impact of parental involvement in discipline issues on students' academic performance. Besides, the study adopted four theories (Skinnerian Model, Utilitarianism Theory, Pavlov's Theory, and Choice Theory) to describe the discipline issues of learners in the schools selected for the study. The study involved deputy principals, the Deans of Studies (DOS), HODs Guidance and Counselling, and the senior leadership team (disciplinary committee) of the private secondary schools in Athi River Sub-County because they are directly in charge of discipline. The study implemented a descriptive survey to fulfil the researcher's objectives. The researcher randomly selected 22 schools using Slovin's formula to be included in the sample for the study. The researcher used questionnaires to collect data from the sample of the study. Reliability was tested by calculating Cronbach's alpha ($\alpha = 0.7$). Male respondents formed 40.91% of the entire population of the study, while female respondents formed 59.01%. The study found a positive correlation between reinforcement parental involvement blend of rules and regulations, positive reinforcement, parental involvement, and restoration practices, amongst other approaches, would help them instil the proper discipline in their students. Further study needs to be done to establish the factors that underwrite the failure of some schools to involve parents in all indiscipline cases affecting their children.

Key words: Kenya, parental involvement, discipline, academic performance, private secondary schools, Athi River, Machakos County

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By

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1.0 Introduction

The ultimate goal for any education system in any country is to deliver good quality education and training to its citizens. For example, all educational institutions in Kenya must offer education systems that fit the quality prescription by remaining on the core agenda of examining the quality of education they provide. As quoted by Buddin and Zamarro (2009), providing quality education and training is a critical goal of any educational system, and students' academic performance reflects the success of teaching. This goal can never be achieved without school discipline. How learners are disciplined is a matter that has been an issue from the start of public education. In 1770, William Blackstone applied the phrase *in loco parentis*, which means parents' place, to educators (Conte, 2000).

According to researchers, discipline has a crucial role in human behaviour and is essential for an organization to operate effectively and achieve its objectives (Ouma, Simatwa, & Serem, 2013). According to Ali, Dada, Isiaka, and Salmon (2014), a disciplined student is one whose behaviours, actions, and inactions follow the school's established norms and regulations. However, discipline should ideally comprise the learner's capacity to distinguish between good and wrong and follow the rules and regulations (Gitome, Katola, & Nyabwari, 2013). The importance of discipline in fostering an environment in the classroom that supports solid academic performance is well recognized (Masitsa, 2008). It is a fundamental prerequisite for effective teaching and classroom learning and a worry for teachers (Eshetu, 2014).

Where there is good discipline, academic performance improves, claim Gitome et al.(2023). In other words, maintaining discipline is essential for kids' academic success (Njoroge & Nyabuto, 2014). Additionally, it is necessary for efficient school administration and goal achievement (Nakpodi, 2010). Indiscipline is the absence of discipline. Therefore, any behaviour seen as improper and not commonly regarded as proper in a setting or culture can be undisciplined (Omote, Thinguri, & Moenga, 2015). Where there is good discipline, academic performance improves, claim Gitome et al. In other words, according to Ali et al., it is any type of inappropriate behaviour among students, including disobedience, damage to school property, a poor attitude towards learning, immoral behaviour, drug use, stealing, tardiness, truancy, dirtiness, being argumentative, using abusive or foul language, rudeness, gangsterism, or cultism.

1.1 Statement of the Problem

In previous studies that have been carried out, such as studies by Duckworth and Seligman (2005), Njoroge and Nyabuto (2014), and Ehiane (2014) that look for factors associated with academic performance in schools, little has been investigated on discipline, particularly concerning student performance. It has been recognized that learners' indiscipline in secondary schools has become a significant concern that is cutting too deep into the learners' moral

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bringing. Learners are becoming uncontrollable and exceedingly impertinent to themselves, school administrators, teachers, parents, and society (Amaewhule & Nukan-Adebayo, 2019). Learners have portrayed diverse sorts of indiscipline behaviour, which include boycotting lessons, dishonesty, telling lies, watching and practising pornography, violence, disobedient to teachers, prefects, and school administration, raping/molesting school/classmates, confronting and stabbing teachers and alcohol consumption in schools (Ofori & Achiaa, 2018).

Vandalism, cultism, lateness to school, drug abuse, stealing, insulting/assaulting, and rioting are also issues that have been witnessed among students (Uguana, 2021). The extent to which learners' indiscipline behaviours in school are associated is not identified whether these effects originate from the views of their peer group, their parents' socioeconomic attainments, teacher's attitude, parent's attitude, school culture, climate, and environment. Besides, the implications of these discipline behaviours on the student's academic performance have not sufficiently been established.

The Ministry of Education in Kenya has long been concerned about students' academic performance. Some disciplinary measures, for example, caning and physical work, have been used but have been ineffective.

In addition, only a small number of the previously mentioned studies—namely, those by Duckworth and Seligman (2006), Pasternak (2013), and Zhao and Kuo (2015)—had a correlational design. However, the few correlational studies that did measure student discipline concentrated on self-discipline and left out social abilities like compliance, politeness, and social competency (i.e., the capacity to get along with others) in favour of self-discipline. Additionally, research on students' academic achievement in Athi River Sub-County, Kenya, concerning discipline has gotten minimal attention. The inconsistent results and the gaps indicated the need for additional study on how discipline affects students' academic achievement. The current study, which utilized a correlational methodology and concentrated on Athi River Sub-County, attempted to fill in the gaps by examining how discipline affects students' academic achievement.

Additionally, it adopted a broader view of discipline by viewing it as a personal quality characterized by decency, respect for others, social competence (i.e., the capacity to get along with others), orderliness, and academic efficiency (i.e., the ability to fulfil academic duties and obligations). A study into this issue is thus imperative to focus on how student discipline influences student academic performance. Therefore, the researcher examined the effect of disciplinary approaches on academic performance in private secondary schools in the Athi River sub-county, Machakos County.

1.2 Research Objective

To establish the impact of parental involvement in discipline issues on students' academic performance.

1.3 Research Question

What is the effect of parental involvement on students' academic performance?

2.0 Review of the Related Literature

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2.1 Empirical Literature

Education is considered imperative for the progress of individuals and the development of communities and nations. Individuals must generate awareness, enhance their educational skills, and utilize modern and innovative techniques and methods to improve all aspects. The primary purpose of this research paper is to understand the factors that influence the academic performance of students in secondary schools in India. In secondary schools, numerous factors within and outside the school affect the academic performance of the students (Kapur, 2018). The main areas that have been taken into account include factors influencing the academic performance of the students, academic performance and a large number of students in class, parental and associated factors relating to academic achievement, the contribution of school factors towards the academic performance of students, the influence of poverty on academic achievement of students and other causes of low academic achievement (Ofori & Achiaa, 2018).

Globally, education fosters moral development and prepares people for successful social participation (Shield, 2011). According to Wallace (2014), education plays a part in enculturating a person into societal norms and cultivating open-mindedness. According to Aladesanmi (2015), education is a critical factor in driving growth and one of the key strategies for eradicating poverty, improving health, fostering peace, advancing gender equality, and facilitating stability. According to Luiselli, Putnam, Handler, and Feinberg (2005), the instillation of discipline and academic accomplishment is essential to the educational process.

Cotton (2003) asserts that discipline is essential for achieving academic objectives. Additionally, it improves public perception of the institution. The development of specialization is crucial to learning (Cotton, 2003). The management of discipline, according to Nanyiri (2014), refers to the initiatives, strategies, and tools put in place by the management and administration of schools as well as committees charged with enforcing discipline to ensure appropriate student behaviour and a climate in the classroom conducive to the achievement of school goals and moral and academic excellence.

Regionally, According to Makinde, Björkqvist, and Stetman (2017), senior secondary school pupils in Nigeria increasingly engage in delinquent and violent behaviour, especially in public schools. This suggests that the kids might not be paying attention to it. These issues include distractions, poor classroom behaviour, noise, rudeness, exam cheating, alcoholism, drug addiction, sexual offences, truancy, fighting, bullying, verbal abuse, and disobedience to established authorities (Airen, 2014). There are many discipline issues in Kenya's primary schools. These include minor infractions like creating noise and truancy to severe offences, including theft, sneaking, absenteeism, drug usage, and sexual harassment (Simba, 2016).

Locally, Somalia had a long and complicated history before the establishment of formal schooling there. Somalia had a system of informal education that played a crucial role in teaching young people social and cultural values by setting an example and telling stories. Institutions where training was conducted lacked this kind of education (Abbas, 2018). Respect and order were therefore emphasized. To maintain contentment within the school community, proper discipline was necessary.

However, there was widespread outrage among Somalia's school administrators at the rising instances of immorality, lax classroom management, and appalling academic performance among secondary school pupils. Fighting, misusing social media in school settings, fighting

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between students, and vandalism of school property have all been criticized as contributing factors to indiscipline in secondary schools in the Benadir region, notably in the Heliwa district.

Given the incidents mentioned above, it was decided to investigate how the head instructors-imposed discipline because it impacted the pupils' academic achievement. If the kids understand why they are being punished, punishment is an effective way to correct problematic behaviour (Tarman, 2016). However, there was widespread outrage among Somalia's school administrators at the rising instances of immorality, lax classroom management, and appalling academic performance among secondary school pupils. Numerous schools in the Heliwa area used unjust discipline, such as corporal punishment and the caning of children, to address drug usage and social media misuse. Therefore, it was clear that the function of the head teacher in managing discipline from the perspective of punishment was crucial for academic achievement. Due to this, it was essential to conduct a study on how headteachers work discipline and how this affects students' academic achievement.

2.2 Theoretical Framework

There is more than one way to approach conduct management and student discipline, and appreciating associated theories can help keep learners under control. This section discusses diverse disciplinary ideas and methods that can be used in student discipline management. The theories discussed are the Skinnerian model (SM), Choice Theory (CT)

2.2.1 Skinnerian Model

This behavioural model starts from the idea that rewarded behaviour tends to be repeated, whereas that which does not receive any rewards tends to be eliminated. In discipline maintenance, one would reward and punish good behaviour (Staddon, 2019). BF Skinner has dramatically influenced this model by adapting clinical behaviour approaches to the classroom and school environments. Skinner postulates that consequences happen to an individual after performing an act- shape a person's behaviour. The model focuses on the approach to reinforcement and reward (Fauzi et al., 2022). When used systematically, reinforcements as rewards influence an individual's behaviour in a desired direction. The Skinnerian model embraces operant behaviour, reinforcement stimuli, schedule of support, successive approximations, and positive and negative reinforcement.

2.2.1.1 Discipline and Reinforcement

According to Skinner, when reinforcement is effectively used, it should make punishment unnecessary in schools. The behaviourist argues that the most effective approach to weakening a behaviour is to use non-reinforcement, that is, to ignore it. Therefore, punishment is not a preferred approach to change or maintain discipline. When teachers punish bad behaviour, it may be suppressed at the moment but reappear later in life under different conditions. Atypically, the punisher may act as a model for future hostile behaviour on the part of the punished person.

This assertion indicates that an educator exposed to corporal punishment as a child may, as an adult educator, likewise choose to use corporal punishment. When unwanted behaviour is so regular that there is practically no desired behaviour to fortify, extreme assertiveness in a child can leave no room for reinforcement. This may be required once the problem behaviour is so

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intense that someone and the child himself can get hurt. Therefore, aggressiveness is an instance of such extreme behaviour.

The secret to achieving our life goals is discipline. According to future educators, discipline and academic success are the cornerstones of today's education. Discipline plays a significant role in every person's life outside of school, and by modelling good discipline for others, we might inspire others to follow suit. We can become better versions of ourselves and better people by practicing discipline. However, student indiscipline is one of the most significant issues in today's schools. Disruptive behaviour concerns parents, teachers, and other children whose education may be impacted.

Discipline is the proper approach to carrying out tasks in a well-behaved manner. It requires control over both our bodies and thoughts. Self-control is a quality that some people naturally possess, but it must be developed. Discipline is the capacity to restrain our emotions, act morally when appropriate, and overcome each person's flaws. Without discipline, life is unfinished and unsuccessful. We must abide by specific standards in our lives, including showing respect to our seniors and elders. One of the most crucial elements of education is discipline, which helps children do better academically. Students need to understand the value of discipline in their academic success and how it affects their study habits.

Students need to understand the value of discipline in their academic success and how it affects their study habits. Why should we practice discipline? Everyone may attain their life goals with the support of discipline, and everyone will have a better future. A well-maintained, disciplined individual can inspire others to follow suit. For other pupils to understand how important discipline is in everyone's life, we must demonstrate the benefits of being a well-disciplined person to them.

A practice of self-improvement is discipline. In other words, maintaining discipline is essential for kids' academic success (Njoroge & Nyabuto, 2014). Indiscipline is the absence of discipline. According to Ali et al., it is any type of inappropriate behaviour among students, including disobedience, property damage to schools, a lackadaisical attitude towards learning, immoral behaviour, drug use, stealing, tardiness, truancy, dirtiness, being argumentative, using abusive or foul language, rudeness, gangsters, or cultism. Only the positive and negative forms of discipline were examined in this study. Self-discipline is a form of control that derives from an individual's internal goals and objectives and lacks fear. Positive and preventive discipline offers rewards for upholding principles and ideals.

Self-control, individual responsibility for time management, respect for school property, adherence to school rules and authority, and positive relationships between students and instructors are all emphasized. Learners with sufficient talents who are chosen for leadership positions still need training to carry out their duties effectively, lending credence to what the educators have said. Additionally, if educators respect their students, positive behaviour might develop. Self-discipline is a form of control that derives from an individual's internal goals and objectives and lacks any element of fear. Positive and preventive discipline offers rewards for upholding principles and ideals. Self-control, individual responsibility for time management, respect for school property, adherence to school rules and authority, and positive relationships between students and instructors are all emphasized. Sympathetic teachers are those who

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appreciate their students and foster an environment in the classroom that encourages student participation and problem-solving.

3.0 Methodology

3.1 Research Design

The study implemented a descriptive survey to fulfil the researcher's objectives. This method was appropriate since qualitative and quantitative data were collected (Busetto et al., 2020).

3.2 Target Population

To make the analysis cost-effective, the researcher clearly described the target population's characteristics and subgroups (Dahabreh et al., 2020). There were 23 schools in Athi River Sub County. The researcher involved principals, deputy principals, and members of disciplinary committees of the private secondary schools in the sub-county because they were directly in charge of discipline. The deputy principals and the disciplinary committee members provided disciplinary control over the behaviour of learners in secondary schools for a higher level of performance to be realized. School systems have come under examination by managers of education owing to the failure of school deputy principals to manage indiscipline amongst learners efficiently (Kennedy, 2018).

3.3 Sample Size and Sampling Procedures

According to Athi River Sub County Education Records, there were 23 private secondary schools in the Athi River. At a 95% confidence level, the sample size was calculated using Slovin's formula cited by Wulandari and Kurniasih (2019):

$$n = \frac{N}{1+Ne^2} \dots \dots \dots \text{Slovin's Formula}$$

Where n is the sample size or the number of participants to be included in the study, N is the total population, and e is the tolerance level/Error. In this case, the sample size was 22.

$$n = \frac{23}{1 + 23 \times 0.05^2} = 22$$

The researcher randomly selected the participants to be included in the sample for the study via simple random sampling. Simple random selection was suitable for the study because it offered all the population members an equal probability of being selected for inclusion in the study sample, making the sample an accurate representation of the target populations. Therefore, the study findings were used to deduce the study population (Krejcie & Morgan, 2020). The researcher coded all the private secondary schools in the Athi River using a random number generator to select the 22 schools to include in the study.

3.4 Research Instrument

The researcher used questionnaires to collect data from the sample of the study. The questionnaire was organized into five sections: biodata and four sections as per the specific objectives. According to Gao et al. (2018), questionnaires were an economical way of collecting data for both the researcher and the respondent in effort, time, and cost.

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3.4.1 Pilot Study

A pilot study was conducted in five schools in Machakos Town Sub County. The researcher conducted a content analysis during which the researcher assessed the validity of the questionnaire before the actual data collection on a convenience sample of five participants within the study area. Before the actual day of data collection, the researcher asked the respondents to comment on their understanding of the questionnaire to collect sentiments on how the questionnaire could be simplified to provoke quick and accurate responses. The pilot study helped check the research questions and test the validity and reliability of the questionnaires. Data collected during the pilot study was excluded from the actual research.

3.4.2 Instrument Validity

The questionnaire was taken to the University supervisors to check on its validity. During the validity check, the researcher and the supervisors went through the questionnaire to find if the questionnaire effectively apprehended the research topic while similarly checking the questionnaire for double, unclear, and ambiguous questions. The researcher reviewed the questions for simplicity, readability, and exhaustiveness and agreed on which items should be included in the final questionnaire to improve the content validity.

3.4.3 Instrument Reliability

After one week, the researcher administered the questionnaire to the same respondents and then related the responses collected during the two time points. Cabanas-Sanchez et al. (2018) argued that when the respondents answered the questions the way they remembered answering them the first time, it might provide the researcher with artificial reliability. This form of reliability test has a weakness instigated by memory effects and, therefore, to reduce memory effects, the researcher would increase the time between the first test and the retest. The reliability was tested by calculating Cronbach's alpha (*coefficient alpha*). *After computing the coefficient alpha, the conclusion on reliability was made following Table 1 below. A value above 0.7 was accepted.*

3.5 Data Collection Procedures

Questionnaires were used to collect data from the selected sample. The questionnaires had close-ended and open-ended structured questions, which the participants had to answer. The researcher asked oral questions while capturing the responses in the questionnaires. The verbal questions allowed the researcher to gauge the responses' genuineness by evaluating the respondents' body language and by seeking clarification from the respondents (Krosnick, 2018). The questionnaires were an accurate and most cost-effective method to record the responses.

The researcher obtained a letter of authorization to visit the selected schools to collect data from the University and a clearance letter allowing the researcher to conduct the study. Moreover, the researcher informed the respondents of the aim of the study, obtained their informed consent to provide the required information, and scheduled them for data collection. During the data collection, the researcher visited the respondents at the agreed location with a printed questionnaire and interview guide. The researcher then allowed the respondents to choose a convenient place where they were free to answer the questions. Upon settling, the researcher posed the questions to the respondents and allowed the respondents enough time to

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respond to the questions and then record the responses in the questionnaires. The researcher remained neutral and did not influence the respondents to avoid biased responses; however, they sought clarification for confusing or ambiguous answers. The researcher repeated the entire process with another respondent. When all the participants are interviewed, the researcher analyses the collected data.

3.6 Data Analysis

Data recorded in the questionnaires was cleaned, organized, and entered into SPSS version 29 for analysis. The researcher computed descriptive statistics and correlation coefficients of the variables under investigation. The analysis results were diagrammatically presented in graphs, tables, charts, and other non-textual forms that the researcher deemed appropriate. A regression model was formulated as shown below. $Y = B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4$, where Y was the dependent variable which was students' academic performance, $B_i = 1 - 4$ the regression coefficients (beta coefficients), and $X_i = 1 - 4$, represented the independent variable school rules and regulations, positive reinforcement, parental involvement, and Restoration practices respectively.

4.0 Findings and Discussions

4.1 Response Rate

The response rate was 100%, eliminating the chance for nonresponse bias. The high response rate enhanced the reliability and validity of the study findings.

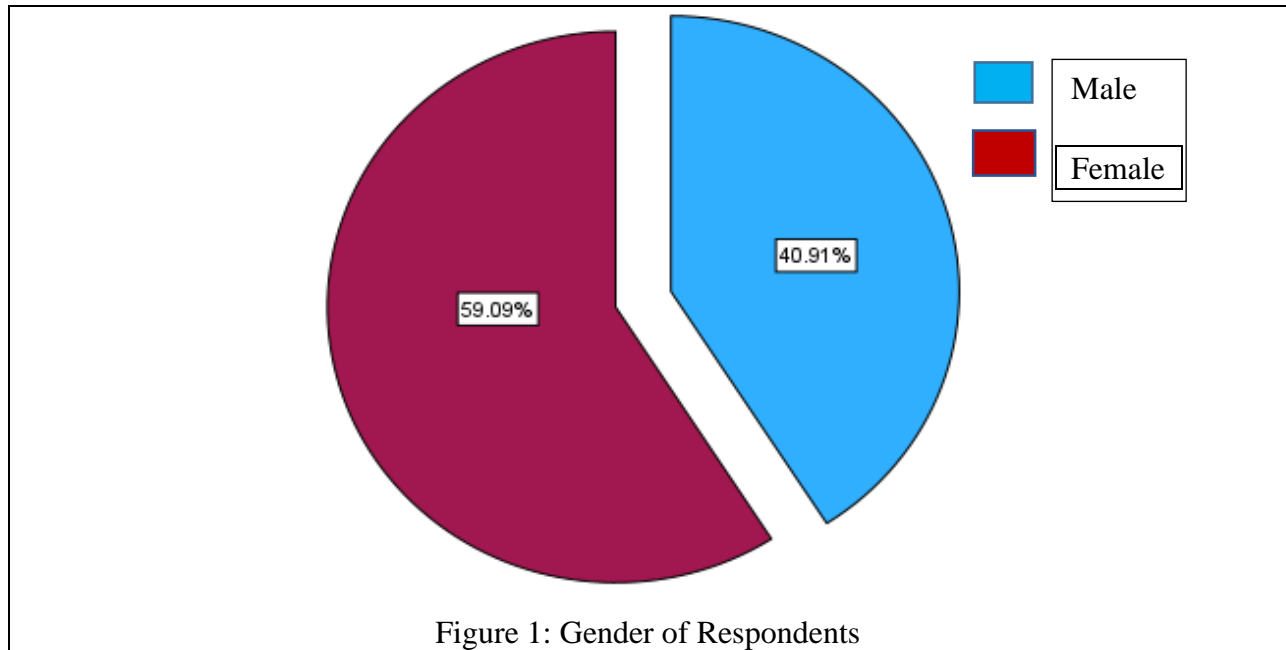
4.2 Demographics of Target Population

The respondents' gender, age, designation, school gender, and KCSE mean were noted and summarized as presented in the succeeding sections.

4.2.1 Gender Distribution

The gender distribution of the study population is illustrated in Figure 1. From the statistics obtained, male teachers formed **40.91%** of the entire population of the study, while female teachers formed **59.01%**. The statistics show a significant gender imbalance in the teaching fraternity of the study area. There were more female respondents in the schools than male teachers. It has been a global campaign for gender equity in professions that women needed to take administrative positions. With the view of this study, the researcher concluded that there is a significant improvement in gender parity between males and females in professional administrative offices; seemingly, the proportion of females occupying the offices is becoming more effective than that of males occupying the same offices. If the trend observed in this study continues, then more women will take the lead in heading learning institutions and, specifically, private secondary schools.

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Source: Field Data 2023

4.3.2 Age Distribution

The bar graph in Figure 2 shows the distribution of the population in terms of age. The respondents were asked to choose their age bracket from the given options. The analysis results of the response received showed no participants aged 34 and below.

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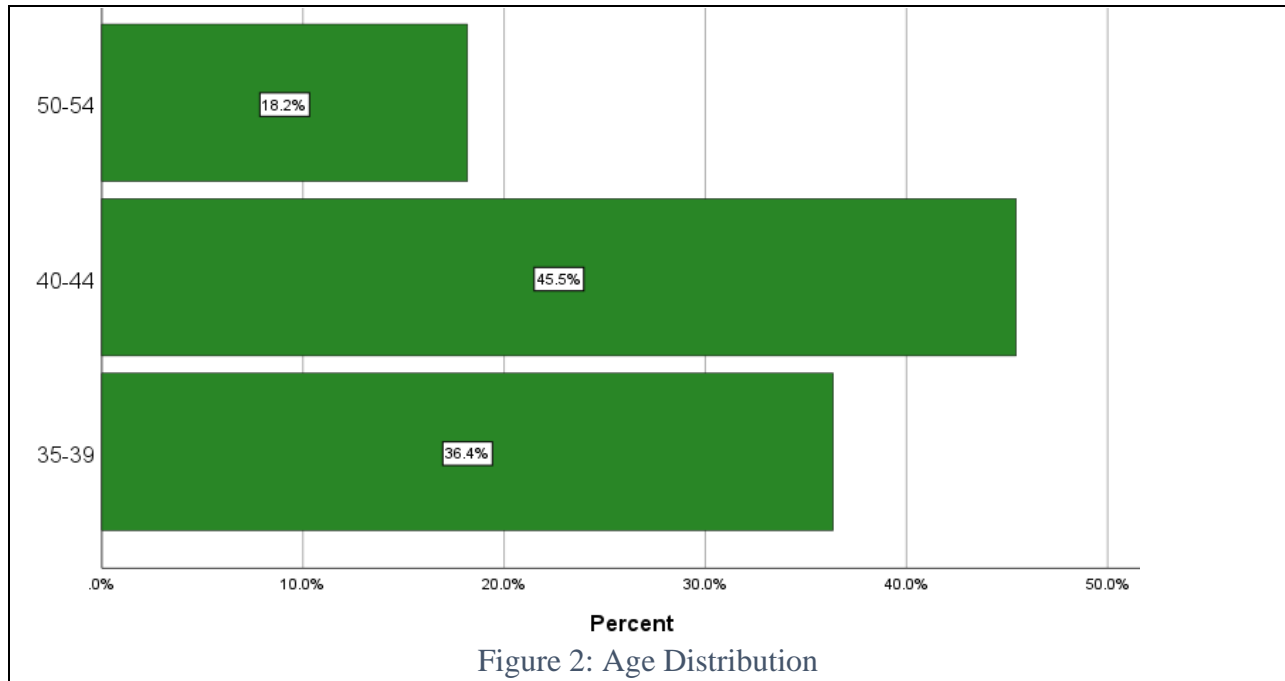


Figure 2: Age Distribution

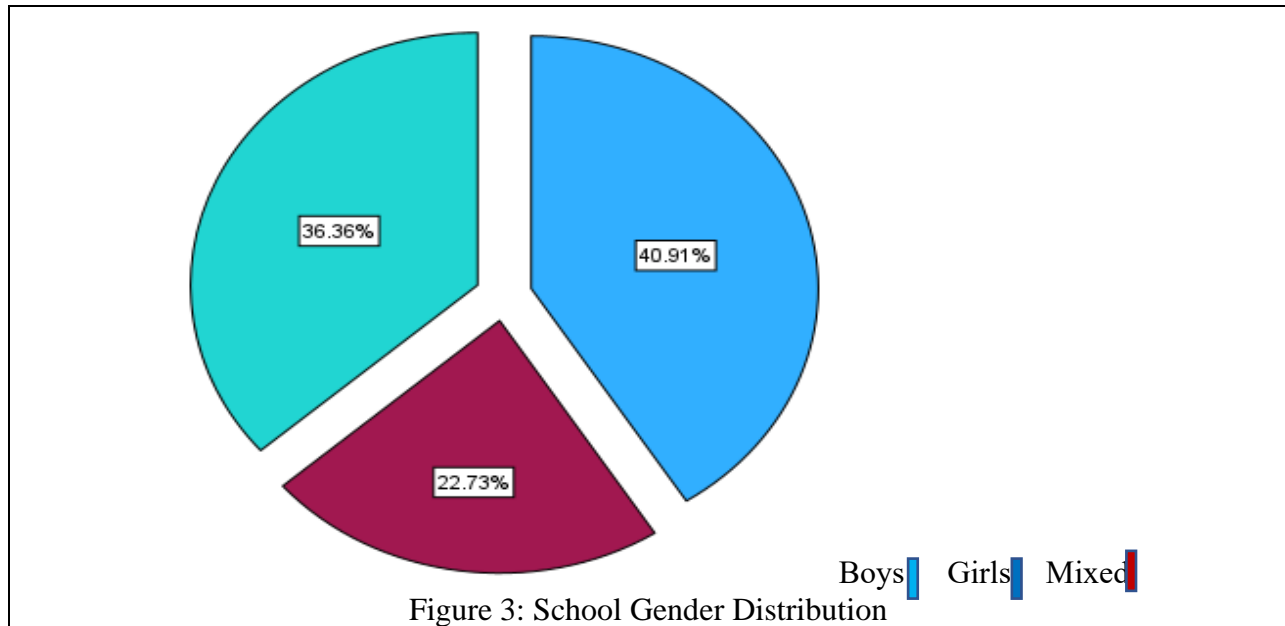
Source: Field Data 2023

The modal age bracket was 40-44. This class of age formed 45.5% of the total population; 36.4% was aged 35-39, while the population aged 50-54 created 18.2% of the entire populace. The study deduced that the teachers included were old enough to have sufficiently interacted with different students. Besides, the study determined that since the respondents had served for several years, they faced various student indiscipline issues. The respondents' exposure to other circumstances involving students and disciplinary matters provided the researcher with the firm ground to postulate that the data collected was reliable enough to make conclusions about the effect of indiscipline issues on the academic performance of secondary school students in privately owned high schools. The teachers included in the study were old enough with adequate experience to provide accurate and reliable data.

4.2.3 School Gender Distribution

The researcher wanted to know the composition of the schools in terms of gender and asked the respondents to state the gender of their schools. The results obtained are presented in the pie chart in Figure 3 below. The school gender distribution showed that 40.91% were boys' schools, 36.36% were girls, and 22.73 were mixed-gender schools. These statistics were essential to the study because they represent all schools well. Therefore, the data collected from the respondents was considered reliable since the sample adequately represented the population.

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Source: Field Data 2023

4.2.4 Designation of Respondents

The researcher asked the respondents to state their additional responsibilities besides teaching in their schools. The sample comprised **18.2%** school principals, **45.5%** deputy principals, **13.6%** heads of academic departments, and **22.7%** guidance and counselling personnel. The large number of deputy principals in the study was an added advantage since most of the indiscipline issues were handled in the office of deputy principals. The deputy principals were thought to have sufficient data on indiscipline issues in their schools. They, too, have interacted with various students having diverse indiscipline cases. The heads of academic departments were well-versed in their students' performance, especially those involved in indisciplined cases. Teachers in the Guidance and Counseling departments know how students respond to positive and negative reinforcement and the effects of restoration practices on students. On the other hand, the principals were quite informed on how the school involved parents while dealing with the undisciplined students.

Table 1: Designation of Respondents

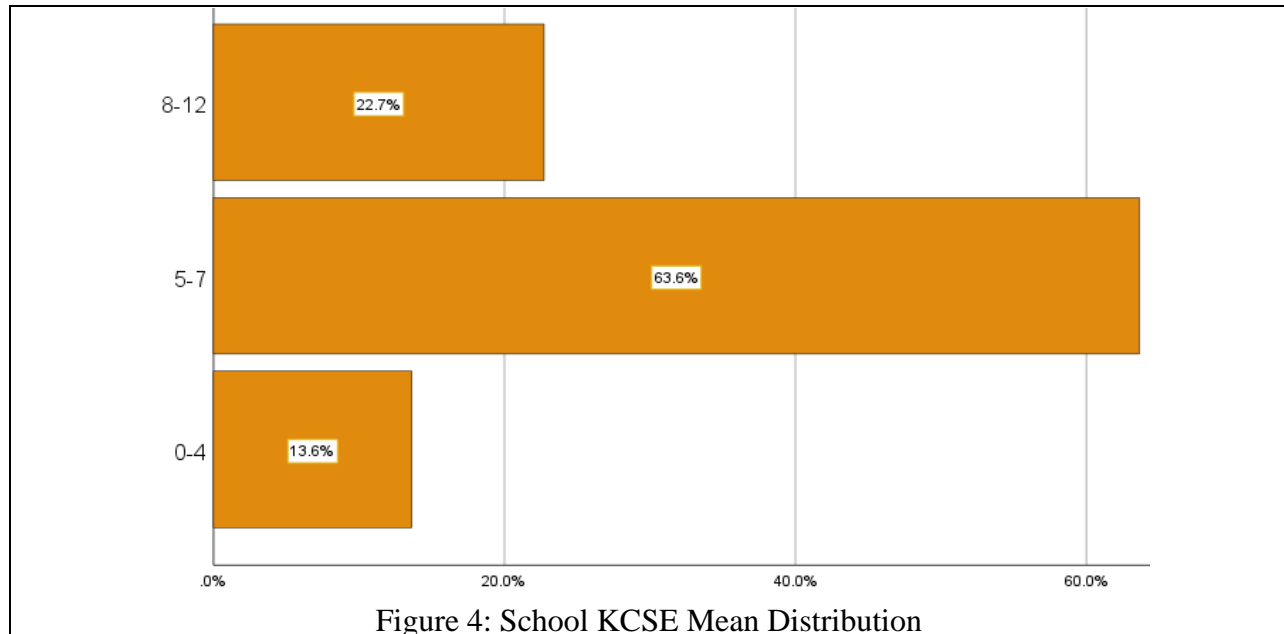
| What do you do besides teaching in your school? | | |
|---|----|-------|
| | N | % |
| Principal | 4 | 18.2% |
| Deputy Principal | 10 | 45.5% |
| HOD Academic Department | 3 | 13.6% |
| Guidance & Counselling | 5 | 22.7% |

Source: Field Data 2023

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4.2.5 School KCSE Mean Distribution

In most instances, schools are rated based on school means in national examinations. Given this, the study sought to establish the schools' academic performance by examining their Kenya Certificate of Secondary Education (KCSE) mean scores. The respondents were asked to state the mean of their school that was classified as below average (0-4), average (5-7), and above average (8-12).



Source: Field Data 2023

Figure 4 illustrates the school KCSE mean score for all the schools included in the study. The results showed that 13.6% of the schools performed below average, 63.6% performed averagely, and 22.7% were above average. Most of the schools (more than 85%) in the sub-county performed on average. The modal mean score ranged from 5-7 as it had the most significant percentage. The study concluded that private secondary schools in the Athi River sub-county perform on average. This can be generalized that the performance of most students in the schools was average in KCSE (5-7).

4.3 Effect of Parental Involvement on Students' Academic Performance

4.3.1 Parental Involvement in Discipline Issues

The researcher examined parent involvement in discipline issues concerning their children. The results showed that 23.8% of the schools did not involve parents in discipline issues with their students. 23.8% of the schools involved parents when the indiscipline issues were termed gross misconduct, 33.3% involved parents in indiscipline cases when the students only informed them, and 19% involved parents in all indiscipline issues concerning their children. See Table 2.

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Table 2: Parental Involvement in Discipline Issues

| | N | % |
|---|---|-------|
| 2 | 5 | 23.8% |
| 3 | 5 | 23.8% |
| 4 | 7 | 33.3% |
| 5 | 4 | 19.0% |

Source: Field Data 2023

4.3.2 Parental Influence on Disciplinary Actions

The researcher established that most schools involved parents in discipline issues regarding their children. The study sought to establish whether the involvement of parents in discipline cases influenced the disciplinary actions taken against the students. The results of this examination are shown in Table 3.

Table 3: Parental Influence on Disciplinary Actions

| | N | % |
|---|---|-------|
| 2 | 4 | 19.0% |
| 3 | 8 | 38.1% |
| 4 | 9 | 42.9% |

Source: Field Data 2023

The statistics indicated that 19% of parents did not influence the disciplinary actions taken against their children. 38.1% of the respondents stated that some parents influenced the disciplinary actions, while 42.9% agreed to have had parents influence the disciplinary actions taken against their children involved in indiscipline cases. The study concluded that parental involvement in discipline cases influenced the disciplinary actions enacted against the students involved in indiscipline issues.

4.3.3 Parental Support for Disciplinary Actions

The results on whether parents supported disciplinary measures executed against their children involved in indiscipline cases are shown in Figure 5 below.

Citation: Mulandi, A. M; Mwanja, P & Ooko, G. (2023). Effects of parental involvement in discipline issues on students' academic performance in private secondary schools in the Athi River sub-county, Machakos County. *Journal of Popular Education in Africa*. 7(11), 66 – 83.

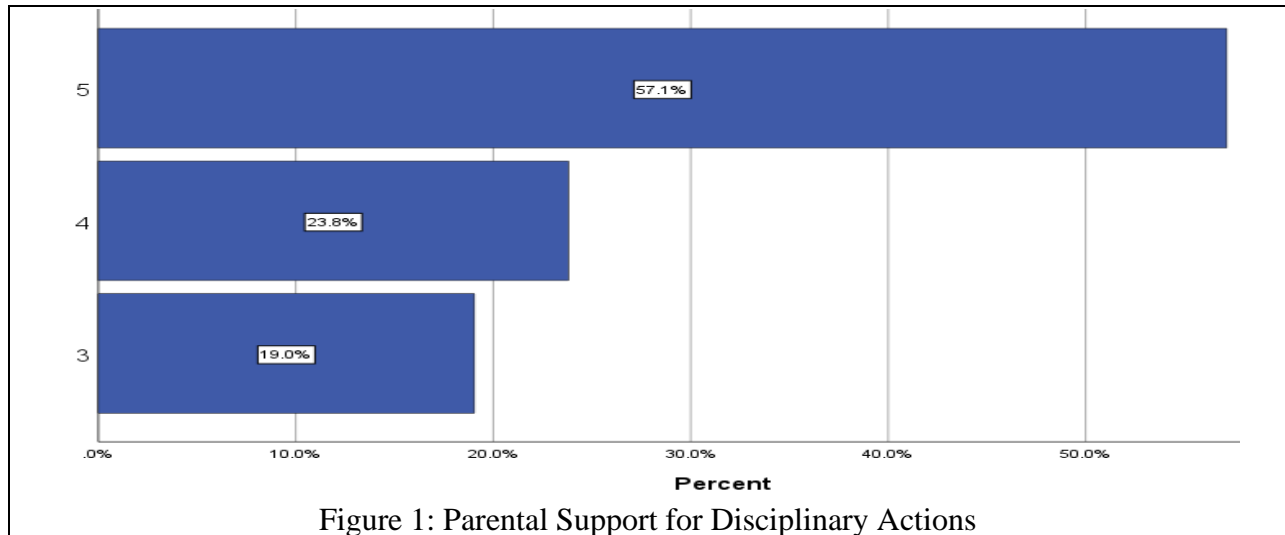


Figure 1: Parental Support for Disciplinary Actions

Source: Field Data 2023

The study earlier established that parents influenced the disciplinary actions taken against their children. The study further sought to establish whether parents supported the corrective actions taken against their children. 19.0% of the respondents stated that parents did not always keep the punitive measures executed against their children. 23.8% of the respondents agreed that parents helped with some corrective actions. 57.1% of the respondents stated that their students' parents always supported disciplinary actions against their children. The study concluded that most parents support disciplinary actions against their children when involved in indiscipline issues.

4.3.4 Parents' Contribution to Indiscipline Issues

The investigation results into whether parents contributed to indiscipline issues involving their children were presented diagrammatically using the pie chart in Figure 6 below.

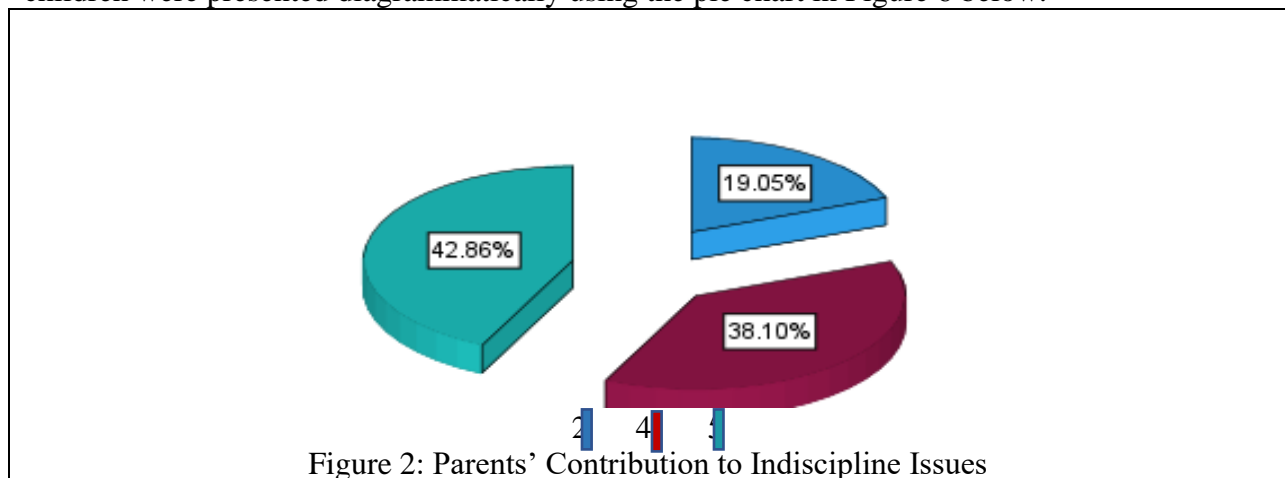


Figure 2: Parents' Contribution to Indiscipline Issues

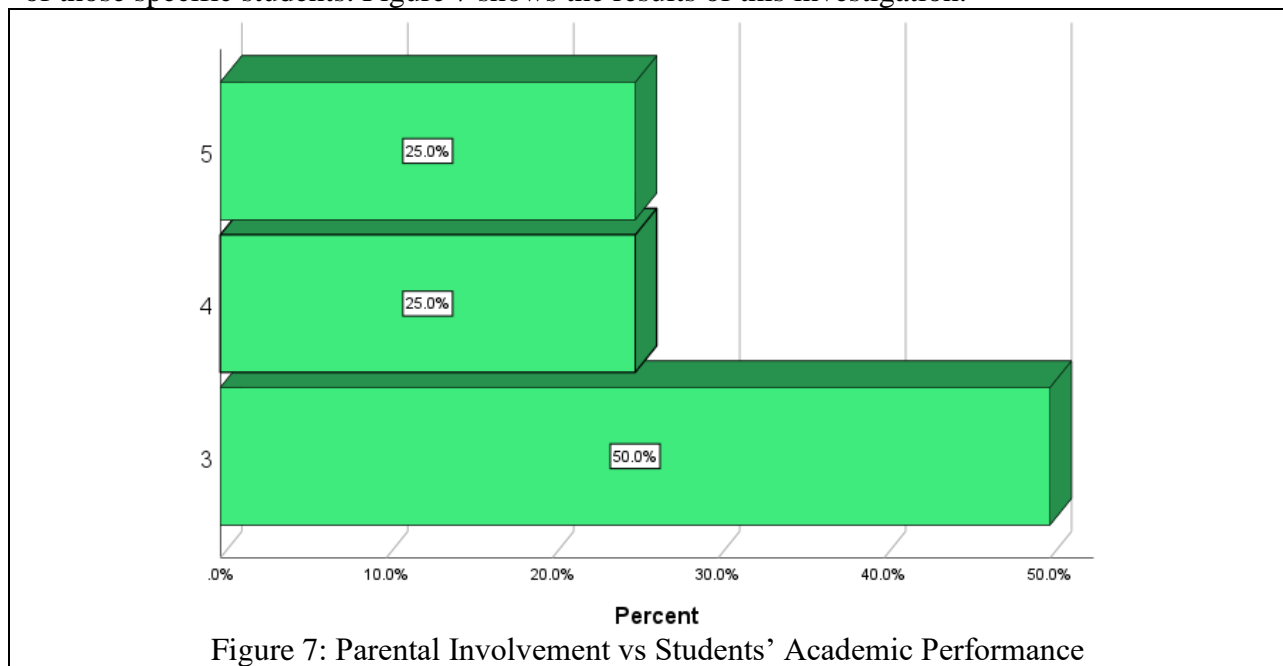
Source: Field Data 2023

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It was established that in 19.05% of the schools included in the study, parents did not contribute in any way to the indiscipline cases that involved their children. 38.10% agreed that some parents contributed to some indiscipline cases involving their children in the schools, while 42.86% strongly agreed that parents contributed to some indiscipline issues schools faced concerning their students. The respondents argued that some behaviour with their students was learned from their parents. The study concluded that some parents have contributed to some indiscipline cases of their students in private secondary schools in the study area.

4.3.5 Parental Involvement vs Students' Academic Performance

The study wanted to know whether the involvement of parents in dealing with students' indiscipline issues concerning their children changed the students' behaviour and whether the change could be translated into improved academic performance. The researcher asked the respondents to choose on a five-point Likert scale the degree to which they agreed with the statement that parental involvement in students' discipline improved the academic performance of those specific students. Figure 7 shows the results of this investigation.



Source: Field Data 2023

The results in Figure 7 demonstrated that 50% of respondents stated that parental involvement in students' discipline enhanced correct behaviour, translating into improved academic performance. It was argued that students with changed behaviour were more focused on academics and significantly improved their performance. 25% of the respondents agreed that involving parents in the discipline of their students enhanced students' academic performance, while 25% strongly agreed that the academic performance of their students improved when they applied parents in the discipline of their students. The study concluded that the involvement of parents in the discipline of private secondary school students enhanced the rightful demeanour of

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the students and later translated into improved academic performance. Therefore, parental involvement in student discipline enhances students' academic performance beyond instilling the proper norms.

5.0 Summary, Conclusions and Recommendations

5.1 Summary

Following 50% of respondents, parental participation in student punishment increased appropriate behaviour, improving academic success. It was stated that pupils who adjusted their behaviour were more academically oriented and significantly improved their performance. 25% of respondents strongly agreed that including parents in student punishment increased academic performance for pupils, while 25% agreed that doing so positively impacted academic performance. 42.9% of those surveyed concurred that discipline among their students has improved due to restoration practices. 57.1% of respondents believed that disciplining kids with undisciplined difficulties would benefit from restoration practices. According to the findings, 23.81% of the respondents agreed that some of the restored pupils' performances had not changed. 38.1% of respondents said they strongly agreed that their restored pupils' academic performance had improved, and 38.1% said they decided that their restored students had improved academically. 14.3% of respondents disagreed that discipline problems among restored pupils had been resolved. 23.8% of respondents said some of the reinstated pupils had improved their lack of discipline. After restoration practices were used on them, 42.9% of teachers felt that their kids' lack of discipline had been remedied. 19% firmly agreed that students who restored their discipline had done so.

5.2 Conclusion

According to 22.7% of respondents, these students perform reasonably well. 18.2% of respondents claimed that while some kids performed well, others did not. The study concluded that pupils in private secondary schools do better academically when they obey the norms and regulations of the school. According to 22.7% of respondents, these students perform reasonably well. 18.2% of respondents claimed that while some kids performed well, others did not. The study concluded that pupils in private secondary schools do better academically when they obey the norms and regulations of the school. According to the study's findings, school rules and regulations, positive reinforcement, parents' participation, and Restoration practices all positively correlated with

Recommendations

Based on the findings of this study, the following recommendations were made. Schools should develop well-written rules and guidelines so that any student who joins the school is well-informed of the school code of conduct and the consequences thereof in case of any breaches. Schools have specific objectives regarding what they seek to accomplish with their students. School rules and regulations will give everyday guidelines by which teachers, pupils, and everyone else engaged must act and behave, regardless of the aims of running a school. Punishment for breaking school rules and regulations must be appropriate. Students or teachers must bear the costs when a breach endangers the safety of the school or when any behaviour that violates school policies occurs.

Citation: Mulandi, A. M; Mwanja, P & Ooko, G. (2023). Effects of parental involvement in discipline issues on students' academic performance in private secondary schools in the Athi River sub-county, Machakos County. *Journal of Popular Education in Africa*. 7(11), 66 – 83.

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