

# Role of Parents' Involvement in Shaping Pupils' Discipline and Its Influence on Performance in KCPE

Livingstone Ocharo<sup>1</sup>, Dr. Florence Itegi<sup>1</sup> & Dr. Rose Njoroge<sup>2</sup>

<sup>1</sup>Department of Educational management, policy and curriculum studies, Kenyatta University P.O Box 43844, 00100 Nairobi

<sup>2</sup>Department of Library and information science, Kenyatta University, P. O Box 43844, 00100 Nairobi

## ABSTRACT

Parents' involvements play a significant role in the educational sector as this influence pupil's academic success. Despite the involvement playing pillar role in learners' academic success, existence of harmonious parental and teachers' work together remains a challenge internationally and locally. The purpose of this study was to find parents' involvement in pupils' learning and its influence on performance in Kenya Certificate of Primary Education in public primary schools in Nyamira County, Kenya. The study was guided by the objectives; role of parents involvement in shaping of pupils' discipline and its influence on performance in KCPE in public primary schools, Nyamira county Kenya. Convergent mixed method design was adopted by the study, using Epstein theory of family school partnerships. The target population for the study consisted of 1,970 respondents. These comprised of 394 head teachers, 394 class eight teachers, 394 parents' representatives and 788 pupils. These were drawn from 394 public primary schools in Nyamira County. Stratified random sampling was used for schools, head teachers and parent. However, teachers and pupils were sampled purposively. Sample size for the study consisted of 296 respondents drawn from 59 public primary schools. They include: 59 head teachers, 59 teachers 59 parents and 119 pupils. Interview schedule was used for head teachers and parents while questionnaires for teachers and pupils. Descriptive statistic was used to analyze and Pearson product moment was used to correlate the variables. The findings indicated that parents do not have enough time to engage pupils' discipline though discipline was found to be critical in enhancing performance ( $r = 0.546$ ,  $P = 0.0001$ ). The study recommends sensitizing parent on working with teachers to address indiscipline in schools. Parents should create time to address discipline of their children both in school and at home.

**Keywords:** Pupils discipline, Involvement, academic performance

## INTRODUCTION

In school setting, parents play a vital role in pupils' education. They get involved in schools to support pupils learn. The involvement engages parents with stakeholders to allocate responsibilities amongst themselves to collectively undertake to boost learners' educational standards (Fook, Johannesen & Prosoinos, 2011). Drabble, Lemon, Adrade, Dovovid & Le, (2013), looks at parents' involvement in school as aiming to foster pupils' learning. Parents involve teachers to build one another's capacity to understand unique academic challenges to address them in promoting performance. The involvements engage in school meeting forums; discussing ways that empower pupils achieve high performance. Parents' involvement with teachers capacitated by mutual respect, trust, support and communication achieve the objective (Debra & James, 2008). Epstein (2003) looks at parents' involvement in pupils' learning as sharing responsibilities with teachers to influence learner academic.

In this study, involvement of parents in pupils' education involves shaping of pupils' discipline and influence on performance in KCPE in public primary schools, Nyamira County, Kenya. The involvement aims to influence academic performance. Academic performance is the extent to which pupils achieve short

or long term educational goals. The achievement is measured in grade point average (GPA) (Fam & Yaacob 2016). Pupils attaining desired performance realize their educational objectives. Pupils' academic performance is important at individual, family, organizational and national levels as educational goals are realized. Pupils become economically productive and dependable in later life. Effective involvements between parents and teachers are critical in influencing pupils' performance (Cole, 2004). In a study by a similar study by Ofori, Asamoah and Achia (2018) in Ghana, discipline is inculcated in families and schools nurture discipline traits among pupils. The study points disciplined classes as focused to meeting academic targets. The syllabus is covered in time; class order maintained and active participation empowered in class leading to high performance. However, the study noted pupils as coping negative traits of discipline from either parents or teachers who do not live to expected standards of discipline morals. Parent-teacher fail to address discipline by being living examples to be emulated (Kundari, 2016). Though parents provide conducive home learning environment to promote pupils' personal studies, communications between parents and teachers to monitor indiscipline is least practised (Srinavas & Venkathrishnan, 2016). This study finds parents involvement in pupils' discipline and its influence on performance in Kenya Certificate of Primary Education in public primary schools, Nyamira County, Kenya.

The DET (2014) observe that teachers whose subjects attain high performance portray committed discipline in work performance. The spirit engages parents and teachers in strengthened involvements to enhance learning. A similar study by Ogulmus and Vuran (2016) noted that teachers and parents develop relations with pupils. In unity, they seek solutions to prevent undesirable behaviour and guide pupils on importance of discipline in learning. According to Udida, Ukway and Pgado (2012) in the absence of these, bullying and drug abuse among pupils develop, distracting learners from studies for sure performance.

Malford and Salin (2014) single out that literate parent promote involvement with schools to enhance learning. Reason for which, school administrators take information on educational background of the parent on admitting new pupils. However, with absence of the information, schools fail to identify parent representation in parent-teacher forums. But the study fails to acknowledge contribution of illiterate parents to pupils' discipline as a component of performance.

Topping and Wolfendale (2012) notes pupils well-shaped in discipline spend time with parents for learning guidance. The parent gets opportunity to encourage pupils to work hard in solving academic problems and this empower parents approach teachers for collective interventions on learning challenges with pupils. In the involvements, they enhance pupils' performance by supervising learning and shaping discipline to expected discipline standards that enhance performance. Nokari and Votruba (2010) note that once parents send learners to school, the rest belongs to teachers. This is due to non-existence of clear policies guiding parents' involvement in pupils' education; schools have no universal collaborative strategies to engage parents with teachers on combined interventions.

In Kenya, a study by RTI (2010) on pupils' reading performance, attributed inability to read to parental lack of information to address the problem. Teachers noted overcrowded classes as attributive to the problem and consultative meetings between Parents and teachers provided little solution. Kimanth (2004) sought levels of parental involvement in learner discipline in Meru County; the findings approved parents' involvement as of low value because the discipline sought in school was not executed at home nor did parents serve as role model for pupils to emulate. Maina (2010) examined strategies to strengthen parent-teacher involvements in Gucha district. The findings showed that mistrust, among parents and teachers was common. Parents failed to disclose information on pupils that assist teachers address learning concerns. The Kenya National Examination Council (2021) noted Nyamira as attaining dismal mean performance in pupils' gauge test. A mean score of 47 compared to the national mean score of 51.9.

GOK (2013) in the Basic Education Act, acknowledges existence of parents-teachers' involvements in promoting learning. Among other functions: they promote discipline standard to focus pupils' performance.

### **Purpose of the study**

The purpose of this study is to find involvement of parents in shaping pupils' discipline and its influence on performance in KCPE in public primary schools in Nyamira County. With the view of predicting how the solution to the problem might be used to improve and maintain the quality of discipline in schools to enhance academic performance.

### **Research objective**

To establish the role of parents' involvement in shaping of pupils' discipline and its influence on performance in KCPE in public primary schools, Nyamira County, Kenya.

### **Significance of the study**

The findings of this study may be used by policy makers as a reference point to strengthen parents' involvement in pupils' discipline to enhance the quality of academic performance. This is by adopting strategies discussed herein to seal loopholes and shortcomings experienced in the involvement. School administrators may acquire better understanding of families' background and diversity therefore able to effectively work with parents of diverse background to enhance high discipline leading to academic performance. Further, school administrators may form deeper respect for parental ability and time spent in schools with pupils' behavioral engagement to better performance. Administrators of schools might develop new strategies of communication and interaction with parents. This may initiate new experience and support from parents thus increases head teachers' job satisfaction. Teachers might earn respect from parents for their profession as it promotes cordial relations with parents. This may motivate teachers work towards increasing and achieving desired pupils' academic performance. The study might enable parents increase participation in school activities, interaction with teachers on learners' education and interact with their children in addressing academic concerns. This makes parents more receptive and sensitive to children's social, emotional and intellectual development needs. By gaining more knowledge of children's emotional development, parents may be more affectionate in shaping traits of discipline. Pupils may adhere to parents' and schools' authority; thus developing interest in learning, attending school regularly, active participation in class, thereby increasing academic performance

### **Theoretical framework**

This study is guided by Epstein's theory of school and family partnerships (Epstein, 2003). The theory focuses on six levels of parents' involvement in promoting pupils' academic performance. However, the present study focuses on four levels: parenting, communication, home learning and decision making.

The theory indicates that schools linked with families enable stakeholders understand family's influence of discipline on pupils' education. Parents adopt strategies to enhance discipline and prompt performance. Parents' involvement guides, counsels and sets goals that lead pupils to acceptable discipline morals. Teachers align with parents to improve parenting skills to address discipline. The involvements engaged on parenting skills instill pupils with morals to make right judgment in learning (Holcomb-McCoy, 2007). Right parenting pupils focuses pupils to learn and exploit their academic potential (Epstein et.al. 2003).

## RESEARCH METHODOLOGY

This section describes research design and methodology adopted for the study. It presents the variables, locale and target population. Then followed by the sampling techniques, sample size and research instrumentation. It also presents pilot study, validity and reliability of research instruments. Further, the section contains data collection strategy and data analysis

### Research design

The study adopts convergent parallel mixed method design. The design merges quantitative and qualitative data to provide comprehensive analysis of research findings. Quantitative and qualitative data were collected then analyzed separately and the results were compared to get overall interpretation. Contradictions or incompatible findings then explained (Creswell, 2013).

Convergent mixed method design adopted by the study is among the six types of mixed methods of research designs (Cresswell & Plano Clark, 2011). Mixed method approach is suitable for the study due to its ability to generating the best responses to the objectives of the study. Data findings collected by use of different methods are compared then interpreted (Tikly, 2010). Mixed approach method is of significance to the study because it has the potential to ensure reliable feedback on a Variety of questions. Because of the holistic approach of mixed method, it boosts the understanding of various interventions. It also promotes the study's validity, reliability and the worth of findings (Driscoll, Appiah-Yeboah, Salib & Rupert, 2007, Cresswell, 2014).

### Variables of the study

According to Kombo and Trop (2013) major variables for a study are two: independent and dependent. According to Tichapondwa (2013) indicates independent variables as manipulates that are triggered to cause effect in dependent variables as visible outcomes due to manipulation of independent variables. The independent variables are involvement and dependent variable is KCPE performance.

### Location of the study

The study was conducted in Nyamira County. The county borders Homabay County from the West, Kericho County to the North East, Bomet County to the East and Kisii County from the South. The County has a total population of 394 primary schools characterized by low academic performance and conflicting relations between schools and parents.

### Target populations

The target population consisted of two categories, schools and subjects.

**Schools:** schools consisted of 394 schools drawn from five sub-counties in Nyamira County. The sub-counties with respective number of schools are: Manga 62 schools, Masaba 69, Borabu 71, Nyamira 86 and Ekerenyio 106 totaling to 394 schools.

**Respondents:** The respondents consisted of 394 head teachers each from every school, 394 parent representatives 788 pupils and 394 class teachers drawn from the five sub-counties in Nyamira county. This made a total target population of 1,970 respondents.

### Sampling techniques and sample size

The study employed a combination of the sampling techniques to select study samples. These involve stratified random sampling to target 394 public primary schools from the five sub-counties in Nyamira, 394

head teachers and parent 394 parent representatives. Schools, head teachers and parent representatives were stratified on the basis of respective sub counties they belong Therefore 394 head teachers were stratified for the study as follows: Manga sub-county 62 head teachers, Ekerenyo 106, Nyamira 86, Masaba 69 and Borabu 71. The same sampling technique was used to sample the same number of parent representatives as: Manga sub-county stratified 62 parent representatives, Ekerenyo 106, Nyamira 86, Masaba 69 and Borabu 71. To pick on schools that participated in the study, the researcher wrote “yes” and “no” on folded papers representatively for each stratum of schools. Schools that picked on the “yes” papers participated in the study. Head teachers and parent representatives were stratified and sampled on the basis of schools. Stratified random sampling therefore categorized 788 head teachers and parent representatives. Gitau (2008) where the population consists of district categorizes, it can be categorized into these categories to accommodate representation from each stratum. Cresswell (2015) stratification sampling divides the entire population into sub groups based on their widespread resemblance. Stratification sampling is a replica of the population represented. Kothari (2013) when the population from which a sample is drawn does not constitute homogenous group, stratified sampling is applicable, to constitute elements from each stratum. In stratification sampling, the population is subdivided into sub-groups called strata and each stratum is more homogenous than the total population. Strata contain precise representations that assure achievement of exact estimation of elements from various strata. Stratified sampling enables a well estimate of a universe and enables reaching detailed and dependable information. Orodho (2017) points that stratification sampling guarantees equal measure of elements from different sub groups in a population.

Simple random sampling was employed to pick schools to participate in the study. Head teachers and parent representatives from participating schools were sampled for the study on the basis of their schools. Simple random sampling allows the researcher engage statistics of inference from the data collected. This informs the researcher on the values of the population (Orodho 2017, Orodho et al. 2016).

Teachers participating in the study were sampled purposively from participating schools. Class teachers for class eight pupils from each sampled school were selected for the study. They were selected because they had information of class eight pupils’ academic performance and they take part in class eight parent association meetings. Proportional sample allocation was used to demine the number of participants sampled for participation from each sub-county. Kothari (2013) notes that in proportional sample size; allocation is kept proportional to the size of the stratum.

Last, purposive sampling technique was used to select two pupils from class eight based on gender from participating schools. In purposive sampling, the general strategy is to identify the source of deviation among the elements in the population (Etima, Musa &Alkssium 2016).The researcher handpicked a boy and girl from class eight to accommodate gender. The sample selected on source of deviation accommodates elements of diverse remembrance to participate in the study (Orodho, 2009). Kothari (2013) acknowledges that purposive sampling allows personal elements to enable selection of participants. Purposive sampling includes elements corresponding to major differences in the population. Patton (2015) notes that purposive sampling appeal both to qualitative and quantitative research. According to Ary, Jacob and Sorensen (2014) notes purposive sampling as appropriately appealing in gathering information associated to attitudes, opinion and perceptions. Purposive sampling was used to sample two class eight pupils from sampled schools on the basis of gender. They participated in the study to air their views as regard to parents’ involvement in pupils’ learning and its influence on KCPE performance.

To determine the sample size; the study employed Kothari method of proportional allocation, in which the size of the sample is kept proportional to the population of the stratum. It was determined using Kothari’s formula as:

$$n^{\text{th}} = p \times n / N$$



Where  $p$  = is propositional sample size of a given stratum

$n$  = is number of elements selected from stratum one (it should be constant)

$N$  = total population

$n^{\text{th}}$  = sample size of a given stratum

Using the formula; sample size for schools, head teachers and parents for each sub-county was calculated as: Manga = 9 schools, Masaba = 10 schools, Borabu = 11, Nyamira = 13, Ekerengo 16. Total = 59. , head teachers 59 parent representatives 59, class teachers 59 and 119 pupils.

Pupils were sampled purposively on gender to pick male and female pupils from class eight from each school participating in the study. The researcher used his expert judgment to select a boy and girl to represent gender as this identified important source of variation. In this way, participants corresponding to key population differences are accommodated by hand picking cases on the basis of their typicality, (Orodho, 2009). The table below shows target population for schools, head teachers, parents, teachers and pupils with respective sample size from schools stratified from various sub-counties.

### **Research instruments**

Questionnaires were used as the main instruments collecting quantitative data. It was used to gather information from teachers and pupils. Interview was used to collect qualitative data from parents and head teachers.

### **Data analysis**

Once data collection process was over, the researcher checked if information collected was complete, accurate and whether aligned with questionnaire requirements from respective respondents. Orodho (2017) opines that control of completeness, accuracy and uniformity need to be ascertained once data is collected. After editing the questionnaire, data was coded and tabulated to enable analysis. Data collected by questionnaire was entered, purified then analyzed using statistical packages for social science (SPSS). Descriptive statistics mostly frequencies, percentages mean and standard deviation was employed for analysis of data for likert scale. Responses from the five point likert scale was summed into three responses – which includes agree, undecided and disagree and involved not involved and neutral. Inferential statistics of one-way analysis of variance (ANOVA) was employed to analyze question 1 to 5. ANOVA is a statistical device or tool used to determine if there is a difference in mean between two or more independent groups when the groups are defined by outcomes (Murray, 2017).

Pearson product moment correlation coefficient was used to answer research questions and find parents' involvement in pupils' learning and its influence on KCPE performance. Kilimba, Shukla and Mbabazi (2016) points that Pearson correlation coefficient is a useful way to measure statistical relationship existing between independent and dependent variables. Therefore, for the present study, Pearson's coefficient was engaged to determine relationship existing between independent variables (involvement) and dependent variables (KCPE performance). Cresswell (2014) observes Pearson coefficient as vital in measuring influence with two variables.

Qualitative data was organized into themes which were interpreted and coded. Interpretive coding is used in summarizing the data base. In similar way, the themes are interpreted to inform and report on the researcher's impression in an organized form. Data is coded and organized to make interpretations of qualitative findings. A code is employed to identify data sets to be included in specific study objectives. The

purpose is to give detailed reporting on meaning of quantitative data (Alhojailan, 2012). Qualitative data was narrated and the say of interviewees captured in the analysis.

## RESULTS AND DISCUSSION

### Demographic information of the, teachers, pupils, Head teachers and parents

Table 2: Demographic information of teachers

Demographic characteristics	Categories	Teachers (N = 59)
Gender	Male	30 (50.9%)
	Female	29 (49.2%)
Ages (Years)	Below 25 years	7 (11.9%)
	20 -25	6 (10.2%)
	26 – 30	–
	31 – 40	25(42.4%)
	41 – 45	9 (15.3%)
	46 – 50	7 (11.9%)
	Others	5 (8.5%)
Highest education level	Form 4	–
	Above form 4	–
	P1	23 (39.0%)
	B.Ed.	21 (35.6%)
	Master’s degree	12 (20.3%)
	Others	3 (5.1%)
Duration in teaching services	Below 5 years	8 (13.6%)
	6 – 10	25 (42.4%)
	11 – 15	15 (25.4%)
	16 – 20	10 (16.9%)
	20 – 25	–
	Others	1 (1.7%)

Majority of the teachers were in the ages of 31 – 40 years (42.4%). The elderly teachers were between the ages of 46 – 50 years who were only (11.9%). Most of whom were P1 teachers (39.0%). The highest level of education was a master degree which had (20.3%) of the teachers. In their teaching profession, 42.4% of the teachers had taught for 6 – 10 years while none of them had taught for more than 20 years. The majority of the teachers were male (50.9%) while females were (49.2%). These findings meet the requirements GoK (2010) on gender rule to elective or appointive positions.

### Demographic characters of the pupils

Table 3: Demographic information of the pupils (n = 119)

Demographic characteristics	Categories	Frequency	%
Gender	Male	41	34.5
	Female	78	65.5

Ages (Years)	11 – 12	14	<b>11.8</b>
	13 – 14	105	<b>88.2</b>
Duration of learning in the school	Since Std 1	103	<b>86.6</b>
	Joined in class eight	9	<b>7.6</b>
	Others	7	<b>5.9</b>
Pupils leadership position in the school	Hold position	73	<b>61.3</b>
	Do not hold position	46	<b>38.7</b>
How long pupil hold leadership position	1 year	34	<b>26.8</b>
	More than 2 years	36	<b>30.3</b>
	Others	49	<b>41.2</b>

Table 3 shows that majority of the pupils sampled (88.2%) were in the ages of 13 – 14 years, (61.3%) of them had been in a leadership position in the school. Most of the pupils (86.6%) had been in the school since the beginning of the primary schooling in standard one. Most of the pupils had been in leadership position for more than 2 years (30.3%) However, there were others neither in the category of 1 year nor more than 2 years category were (41.2 %). Female pupils were the majority (65.5 %) while male pupils were (34.5%).

### Demographic information of the Head teachers

Table 4: Demographic information of the Head teachers

Demographic characteristics	Categories	Head teachers (N = 59)
Gender	Male	31 (52.5%)
	Female	28 (47.5%)
Ages (Years)	Below 25 years	–
	20 -25	2 (3.4%)
	26 – 30	3 (5.1%)
	31 – 40	18 (30.5%)
	41 – 45	–
	41 – 50	33 (55.9%)
	Others	3 (5.1%)
Highest education level	Form 4	6 (10.2%)
	Above form 4	53 (89.8%)
	P1	–
	B.Ed.	–
	Master’s degree	–
	Others	–
Service in teaching services	Below 5 years	1 (1.7%)
	6 – 10	–
	11 – 15	18 (30.5%)
	16 – 20	–
	20 – 25	32 (54.2%)
	Others	8 (13.6%)



The head teachers were mainly males (52.5%). Majority of them were in the age range of 41 – 50 years (55.9%). Most of the head teachers were above form 4 level of education (89.8). In the teaching services, most of them (54.2%) had served in the teaching profession for a period ranging between 20 – 25 years.

**Table 5: Years of service as a head teacher**

Duration of service (Years)	Number of head teachers (N = 59)	Percentage
0 – 5	21	33.6
6 – 10	26	44.1
11 – 15	3	5.1
15 and above	1	1.7
Non-committal	8	13.6

Most of the Head teachers (44.1%) had served in headship position as head of schools in a period ranging between 6 – 10 years. Only one head teacher had served for more than 15 years.

**Table 6: Demographic information of the parents**

Demographic characteristics	Categories	Frequency	%
Gender	Male	32	54.2
	Female	27	45.8
Ages (Years)	Below 25 years	2	3.4
	26 – 30	9	15.3
	31 – 35	13	22.0
	36 – 40	30	50.8
	Others	5	8.5
Highest education level	Primary	5	8.5
	Form 4 level	32	54.2
	University degree	17	28.8
	Other	5	8.5

Sampled parents were both males (54.2%) and females (45.8%). They were mainly of the ages 36 – 40 years (50.8%). The youngest parents were below 25 years (3.4%). Looking at the highest education ever attained, most of the parents (54.2%) had form four level of education and only (28.8%) had university education.

**Table 7: Parents serving as parents association chair**

Duration as a chair	Number of parents (N = 59)	Percentage
1 – 5 years	29	49.2
6 – 10 years	10	16.9
Two terms	2	3.4
Non-committal	18	30.5

In the capacity as a chairperson of the parent association, most of the parents (49.2%) had chaired in the schools for 1 – 5 years only. Two parents had been in chairperson position for two terms. Other parents (30.5%) were non-committal.

## Role of parents' involvement in shaping of pupils' discipline and its influence on KCPE performance

**Table 8: Teachers opinion on Parents' involvement in correcting pupil's discipline**

Involvement	Category	Frequency (n = 59)	Percentage
Parents are involved in correcting pupils discipline in school	Are involved	44	74.6
	Not involved	15	25.4
Parents cooperate with school to molding pupils discipline	Cooperate	40	67.8
	Do not cooperate	19	32.2
School involve parents in setting discipline standards for pupils	Involve parents	39	66.1
	Do not involve parents	20	33.9
There is guidance and counseling in school	There is G/C	55	93.2
	No G/C	4	6.8
There are parent representative in the guidance and counseling of the school	Yes	29	49.2
	No representative	30	50.8
Shaping pupils discipline influence high performance in KCPE	Yes	49	83.1
	No	10	17.0

Table shows the teachers views on parents involvement in correction of pupils pupils discipline They noted that parent (74.6%) are involved in correction of pupil's discipline in school. Also, teachers acknowledged (67,8%) that parents cooperate with schools to correct pupils' behavior .Teachers' responses (66.1%) schools involve parents to set discipline standards more so, teachers admitted that are guidance and counseling in schools (93.2%). However, teachers declined (50.8% } there to being a parent representative in the guidance and counseling units in schools. Most teachers (83.1%) admit that shaping of pupils discipline influence performance in KCPE .This finding agrees with that of Udida et al (2012).

**Table 10: Summary of Teachers' views on involvement of parents in pupils' discipline**

Statement	Disagree	Neutral	Agree
Parents meet with teachers to discuss pupils discipline	14(23.8%)	18(30.5%)	27(45.8%)
Parents and teachers commend good discipline in school meeting forums	7 (11.9%)	9(15.3%)	43(62.9%)
Parent-teacher involvement in shaping discipline has improved pupils discipline and raised academic performance	6 (10.2%)	14(23.7%)	39(66.1%)

The findings of teacher on a likert scale were summarized into three; disagree, neutral and agree. Generally, teachers either disagreed or were neutral (54.3%) on meeting with teachers to discuss pupils' discipline. Teachers noted that Parent-teacher involvement in shaping discipline improves pupils' discipline and raises academic performance (66.1%).This finding agrees with that of the WVBE (2014-2015). Teachers acknowledged that parents and teachers commend good discipline in school meeting forums (62.9%).

### Pupil's opinion on parents' involvement in shaping of discipline

**Table 12: Summary likert scale of Pupils' opinion on the involvement of parents in shaping of discipline**

Statement	Disagree	Neutral	Agreed
Parents are involved with school to reinforce pupils discipline	34(28.6%)	22(18.5%)	63(52.9%)
Parents join teachers to set discipline standards of pupils	49(41.2%)	21(17.6%)	49(41.2%)
Parents work with teachers to guide and counsel indiscipline pupils.	49(41.2%)	21(17.6%)	49(41.2%)
Disciplined pupils do register high academic grades	10(8.4%)	13(10.9%)	96(80.7%)

Pupils' responses were summarized into responses into; disagree, neutral and disagree, Most of the pupils either disagreed or were neutral on Parents- teachers' involvement in shaping of pupils' discipline. In setting discipline standards of pupils (58.8%) of parents either join teachers or are neutral in setting standards expected of pupils. Similarity, parents either do not work with teachers to guide and counsel in disciplined pupils or they are neutral (58.8%). Though, (52.9) of pupils' responses approve that parents are involved with schools to reinforce pupils' discipline and acknowledged that disciplined pupils do register high academic grades (80.7%).

**Table 14: Summary of head teachers' opinion on involvement of parents in shaping of discipline**

Statement	Disagree	Neutral	Agree
Engage parents with teachers to correct learners behavior	6(10.2%)	15(25.4%)	38(64.4%)
Parents are supportive to teachers to correct pupil's behavior	11 (18.6%)	16(27.1%)	32(54.2%)
Parents engage with teachers to set expected discipline standards	12(20.4%)	15(25.4%)	32(54.3%)
Involving parents in pupil's discipline has improved perform the school's performance in KCPE	4(7.8%)	13(22.1%)	42(71.2%)

The summarized findings for head teachers show that (64.4%) of head teachers engaged parents to correct pupils' discipline or were neutral. In the views of head teachers, greater numbers of head-teachers (54.3%) agree that parents work with teachers to set discipline standards. Majority (71.2%) stated that involving parents in pupils discipline has improved KCPE performance in the school. This finding is in line with Ofori et al (2018) .The head teachers stated that they engage parents with teachers to correct pupils' behavior and indicated that parents are supportive to teachers in correcting pupils' discipline

### **Hindrances to parents' involvement in correction of pupils' discipline**

School heads noted that parent' involvements in correcting pupils discipline is mainly hampered by lack of time as parents are involved in busy schedules in regard to other duties. The head teachers reported that even heads to parent association fail showing up to agreed scheduled school meetings because they are involved in their own undertakings. One of the head teachers responded by saying: *“Parents have not set aside time to monitor standards of discipline of their children .They delay to get involved and most pupils get accustomed into the vice of indiscipline .The delay breeds to other forms of misbehavior.”* This finding merges with those of teachers and head teachers on limitations to parents' involvement in teacher reward. Similarly important, school heads indicated unhealthy relations amongst parents and teachers as bearing heavy weight to limiting parents' involvement in the shaping of pupils' discipline. A head teacher responded and said; *“parents are not ready to solve their children's misdeeds in school because they blame teachers for failed discipline in schools. Teachers too attribute indiscipline as a trait of the family and the larger locality. This leads to accusation and counter accusation which gives no room for a come together to focus learners to desired discipline standards”*. These findings are similar to those of Shimba Agak and Kabuka (2016) in Muhoroni sub county .The head teachers also cited illiteracy, lack of interest in learning as interfering with correction of pupils' behavior to focus on learning. Besides, school heads noted that most

parents over protect their children to incline that they can misbehave. A responding head teacher said “*parents overprotect their children that when teachers administer punishment, parents defend the children because they think of teachers as having ill feelings against learners, making it difficult for teachers to correct indiscipline.*” School heads noted that in most families, there is no role mode to emulate. This is attributed to broken families where children are raised by single parent. In other cases both parents might be present but indulge in alcoholism and over drinking, thus forms wrong foundations of children’s character which makes the correction of discipline difficult. This finding is in line with Kondo’s finding (2010). Head teachers equally blamed removal of corporal punishment as limiting parents’ involvement in correcting discipline.

**Table 16: Likert scale summary of Parents’ opinion on their involvement in shaping of discipline**

Statement	Disagreed	Neutral	Agreed
Your school involves parents and teachers to discuss pupils discipline	13(22.0%)	15(25.4%)	31(52.5%)
Your school involves parents and teachers to guide pupils adhere to high discipline standards	9 (15.3%)	11(18.6%)	39(66.1%)
Parents are supportive in guiding and counseling pupils	11(18.6%)	21(35.6%)	27 (45.8%)
Parents and teachers set behavior standards to pupils	8 (13.6%)	17(28.8%)	34(57.6%)
Behaved pupils do score higher marks in KCPE	4 (6.8%)	7(11.9%)	48(81.4%)
School has maintained high academic performance due to supportive relations between parents and teachers	11(18.6%)	15(25.4%)	33 (55.9%)

Opinion of the parents generally showed that, parents are not supportive (54.2%) in guiding and counseling pupils. Only (45.8%) of parents supportive support to guide and counsel pupils .This finding confirms that of Ogbu (2012) who found weak alliance between parents and teachers in support of learners’ education .Also, the finding tally with that of teachers and pupils on the same set item. The parents however agreed that they are involved in discussion of pupils’ discipline (52.5%) and they noted that behaved pupils (81.4%) score high marks in KCPE. They therefore agree (57.6%) that they are involved with teachers to set behavior standards expected of pupils. Parents (55.9%) also agreed that schools maintain high performance because of supportive relations among parents and teachers.

**Limitations of parents and teachers’ involvement in correction of pupils’ discipline**

The parents noted that parents and teachers are not able to correct pupils’ discipline because they indulge in drug and substance abuse. The parents observed teachers and parents as being the cause of the problem. A parent respondent noted that; “*some parents and teachers get drunk in the presence of children thus; they instill negative values inthe growing youths.*” Parents further noted that the background of communities around schools have little for children to emulate. They have failed to model the young generation to live to expected morals. Parents reported the position as adversary impacted on pupils ’discipline subsequent to low performance in academics due wrong formation of children’s character and doing little to correct wrong forms of character. In addition, parents’ responses noted that both the parents and teachers are busy to attend to needs of pupils.

The lack of time for both parents and teachers make learners’ educational needs be neglected thus diversely impacting on their education outcomes. These findings tally with teachers’ findings. Parents pointed to government policy regarding discipline as curbing parents and teachers’ ability to correct pupils’ discipline. Specifically, they singled the removal of corporal punishment from schools as being detrimental to the shaping of pupil’s discipline. This response is similar to the one from head teachers. The parents noted corporal punishment as appealing better to pupils if administered with love. They blamed laws governing

education for law levels of discipline in schools. One of the parent respondents said, “*Once corporal punishment was banned, pupils got opportunity to misconduct because the African children respond positively to the voice of the cane than verbal corrections and guidance*”. Parents and teachers do not work as a team to correct pupils’ discipline. The finding was also noted by head teachers and teacher. Parents further noted that schools do support on guiding misbehaved pupils. Parents pointed that parents and teacher are not sensitized on working in ally with parents to correct pupils’ behavior.

**Pearson Coefficient on influence of the parents’ involvement in shaping pupils discipline as perceived by the parents**

In this study, the findings show that involving parents in pupils’ discipline influence performance in KCPE. Result from the parents indicated that when the schools involve parents and teachers to guide pupils adhere to high discipline standards, the school achieve high academic performance ( $r = 0.546, P = 0.0001$ ).

**Table 17: Correlation results on the parents’ involvement in shaping pupils discipline on school K.C.P.E performance as perceived by the parents**

		School involves parents and teachers to guide pupils adhere to high discipline standards	School has maintained high academic performance due to supportive relations between parents and teachers?
School involves parents and teachers to guide pupils adhere to high discipline standards	r-value	1	.546**
	P - value		.000
	N	59	59
School has maintained high academic performance due to supportive relations between parents and teachers?	r-value	.546**	1
	P - value	.000	
	N	59	59

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.33 shows the correlation of parental involvement in shaping of pupils’ discipline and performance in KCPE. The findings indicated that parental involvement significantly influenced performance ( $p=0.0001$ ).

**CONCLUSIONS AND RECOMMENDATIONS**

**Conclusion**

Based on the findings of this study; involving parents in shaping pupils’ discipline influences high performance in KCPE. The study notes that pupils, whose parents are keen on their discipline are punctual to studies and excel in academic work.

**Recommendations**

The conclusion of this research accounts to a number of inferences for policy makers of education, head teachers, teachers and parents on parental involvement in pupils’ learning. The policy recommendations were made for possible deliberation in considerations for adaption into policy liable for further research. The study recommends sensitizing parent on working with teachers to address indiscipline in schools. The



existing parent associations needs to be active by consisting informed parents who may appreciate the else of discipline learning institution. Parents and teachers need to be sensitized through workshops and seminars on the policies guiding education particularly those touching on discipline so that they may execute discipline in schools within the legal parameters in education.

## CONFLICT OF INTEREST

This research was carried by the students under the supervision of the university supervisors. The research had no external funding and all the work were done and the bills paid by the student himself. There was no any conflict of interest in this research.

## REFERENCES

1. Alhojailan, M. (2012). Thematic analysis. A critique analysis of its process and evaluation WEI international European academic conferences proceedings. October 14-17, 2012. Zagreb.
2. Antonious,P.(2013).Development of Research on school leadership through evidence based and theory driven approaches: *A review of school leadership effects revisited*. School
3. Ary, D., Jacobs, I., & Sorensen, C. (2014). Introduction to research in education (8<sup>th</sup>ed) Wadsworth congage learning.
4. Cole, A. G. (2004). Management theory and practice (6<sup>th</sup>ed). London. Book power, 2004.
5. Cresswell, J. (2014). Research design: qualitative, quantitative and mixed method approaches (4<sup>th</sup>ed). Thousand oaks: sage publications.
6. Cresswell, J. (2015). Education research, planning conducting and evaluating quantitative and qualitative research (5<sup>th</sup>ed). Boston, M.A. Pearson.
7. Cresswell, J.W. (2013). Qualitative inquiry and research design choosing among five approaches (3<sup>rd</sup> ed.) thousand oaks, C.A: sage.
8. Cresswell, J.W., &Planoclark, V.L. (2011). Designing and conducting mixed methods research 2<sup>nd</sup> ed.) Thousand oaks CA: sage.
9. Debra & James. (2008).*Oganisational Behavior foundations realities and challenges 4<sup>th</sup>*.Edition Thomson South West , USA
10. Driscoll, D., Appiah-reboa, A., & Ruppert, D. (2007). Merging qualitative data in mixed methods research. How to and why not. *Ecological and environmental. effectiveness and school improvement* .24 (1).122-128.
11. Department of Education and Training. (DET) (2014). Students first. Retrieved from <http://www.Learning progress.gov.ac/>
12. Drabble, L. Lemon, K.D., adrade,A.Dovovid B.L.&Le,J.(2013). Child Welfare partnership for Reseach and training. *University/Community collaborative Research model*. Google Scholar.
13. Epstein, J.L. (2003). School family community partnerships: caring for the children we share. Retrieved on May 1, 2019 from (<http://ecrp. Uiuc.edu/idex.vtchtml>).
14. Epstein, J.L., Sanders, M.G., Simion, B.S., Salinas, K.C., Jansom, N.R.& Van Voorhis,F.L. (2003). School, family and community partnerships: Your hand book for action (2<sup>nd</sup> ed.). Thousand oaks, CA Crowin press.
15. Etikam, E., Musa S., Alkassim, R. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics* 5 (1), 1-4.
16. Fam, J.Y. Yaacob S.N. (2016). The Mediating role of academic efficiency in the relation between parent-adolescent relationship and academic performance. Malaysian: perpustakaan sultan Abdul Samad, University Putra Malaysia pp.51-63.
17. Fook, J.,Johannesen, A.& Prosoinos,M.(2011).Partnership in practice Research: Norwegian experience. Soc Work soc Google scholar
18. Gitau, A. (2008). Social science research, applied research and service training. Nairobi, Kenya.

19. GOK (2013). Basic Education Act. Nairobi, Government Printers.
20. GOK, (2010). The constitution of Kenya.
21. Holcomb-MacCoy,C.( 2007).School counseling to close the achievement gap. A social justice framework for success. Thousand Oaks. CA Crwin press.
22. Kenya National Examination Council (2021). Kenya National Examination Council Report.
23. Kilimba, E., Shukal, J. & Mbabazize (2016). Effect of credit management systems on financial performance of development banks in Rwanda: case study of development Bank of Rwanda. *International Journal of Business and Management*, 4 (4) 521-531.
24. Kimanth,N.M.(2004).Levels of parental involvement in parent-teacher partnerships in Meru County.
25. Kombo D. & Trop, I. (2013). Proposal and thesis writing: An introduction. Nairobi Pauline publications Africa.
26. Kondo-Brown, K. (2010). Curriculum development for advancing heritage language competence: Recent research, current practices, and a future agenda. *Annual Review of Applied Linguistics*, 30, 24-41.
27. Kothari, C.R. (2013). Research methodology, methods and techniques. New age international publishers.
28. Kundari, J.M. (2016). Survey on factors influencing the students' academic performance.
29. Maina, O.S. (2010). Strategies used to strengthen parent-teacher partnerships in Kisii County.
30. Malford, W. & Salin, H. (2014). Children Multiple dimensions of Family involvement and their relations to behavioural and learning competencies for urban and low income. schoolPsychology review.
31. Murray, J. (2017). One way analysis of variance (ANOVA). University of Wisconsin. La Crosse.
32. National Centre for education statistic (2018).
33. Nokali, B., and Votruba-Drzal (2010). Parent Involvement and Children's Academic and Social Development in Elementary School. *Child Dev. Journal Child Dev. 2019 May-Jun; 81(3): 988-1005.*
34. Ofori, N.K., Asamoah, G,T.E.,&Achia, E.(2018). The effect of indiscipline on academic performance of junior high school students in Fanteakwa District Ghana.
35. Ogulmus, K.&Vuran,N.( 2016).School wide positive behavioral intervention and support practices. India
36. Orodho, A. (2017). Techniques of writing research proposals and reports in education and social sciences: An illustrative guide to scholarly excellence. Kanezja publishers and enterprises, Nairobi.
37. Orodho, J., Khatie, I. &Mugiraneza, J. (2016). Concise statistics. An illustrative approach to problem solving (1<sup>st</sup>ed) Kanezja publishers.
38. Orodho, J.A.(2009).Elements of Educational and social sciences Research Methods, Ekenezja Publishers, Maseno Kenya.
39. Patton, M. (2015). Qualitative research and evaluative methods (3<sup>rd</sup> ed) thousand orks, C.A: sage.
40. Reid, D.D.( 2010). Raising school attendance a case study of good practice in monitoring and raising standards. *Quality assurance Education* 14(3), 199-216.
41. Rhandika, K.(2018). Factors influencing the students' academic performance in secondary schools in India.
42. RTI (2010). Kenya Early Reading assessment Report. Retrieved from <http://www/irt.org> on 22<sup>nd</sup> 06 2017.
43. Shanker,P.&Derek,S .(2016).Headteachers, Leadership Practices .Nepal, Kathumandu.
44. Shimba, O.N., Agak, J.O., & Kabuka, E.K. (2016). Impact of discipline on academic performance of pupils in public primary schools in Muhoroni sub-county Kenya. *Journal of Education and Practice* vol. 7 No.6, 2016.
45. Srinivas, P., & Venkathrishnans, S. (2016). Factors affecting scholastic performance in school children. *IOSR Journal of Dental and medical science*.15 (7), 47-53 Retrieved Martch 2019 from <http://www.iorsrijournals.Org/iosr-jdams/papers/vol15-issue%207/version1/150714753.pdf>.students first.gov.au/.
46. Tamara,J.C.( 2016).The influence of leadership practices on parental involvement within schools with

English language learners Georgia State University USA.

47. Tichapondwa, S. (2013). Preparing your dissertation at a distance: A research guide. Virtual university for small states of the commonwealth – Vancouver.
48. Tikly, L. (2010). Towards a framework for understanding the quality of education Bristol, UK University of Bristol.
49. Topping, K., & Wolfendale, S. (2012). Parental involvement in children's reading. New York, NY: Nicholas Publishing Company.
50. Udida, L. A., Ukwany, J. K., & Prodo, F. A. (2012). Parental economic background as a determinant of Students' academic performance in selected public secondary schools in Caliber