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Parental Involvement and Students' Discipline in Twelve Years Basic Education Schools in Rwanda: A Case Study of Nyarugenge District

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Abstract

If the discipline of school-aged children is not given a high consideration by both parents and school, the school community becomes dangerous, the educational programs get disrupted and School becomes dysfunctional due to the low partnership between parents and the school itself. This study is entitled parental involvement and students' discipline in twelve years basic education schools: a case study of Nyarugenge District. The main purpose of this research was to examine the involvement of parents on students' discipline in twelve year basic education in Rwanda. This study was guided by three specific objectives: to identify cases of indiscipline in twelve years basic education in Nyarugenge District, to examine areas of parental involvement in students' discipline control in twelve years basic education in Nyarugenge District and to establish the relationship between parental involvement and students' discipline in twelve years basic education in Nyarugenge District. The findings of this study will serve as advantageous to school leaders, educational policy makers in MINEDUC, parents and other educational stakeholders in Rwanda who are involved in controlling the students' discipline. The research design used was explorative, descriptive survey and correlational design. The target population was 400 respondents including 6 head teachers, 280 teachers, 42 parents' representatives, and 72 students. Simple random sampling, stratified random sampling and purposive sampling were the techniques used. Slovin's formula was used to select the sample size which came to 200 respondents to participate in this study. Data collection instruments were questionnaires and guided interview. Both quantitative and qualitative data analysis techniques were descriptive, inferential and thematic approach. Tables, figures, and textual models were used as techniques of findings presentation. Conclusions were drawn and recommendations given forward after analysing collected data. From the research

findings 39% of teachers, 57% of students and 63% of PTC representatives confirmed that absenteeism, noise in classrooms, truancy and drug abuse commonly occur in 12YBE schools. It was confirmed by 50% of teachers, 62% of students and 56% of PTC representatives that parents are not adequately involved in students' discipline control in the areas of effective inter-communication with the teachers and other school authorities, rewarding students for good behaviours, visiting students for discussing their discipline with teachers and other school authorities and attendance of school meeting on discipline. The study on third objective found that a significant low degree of positive relationship exists between parental involvement and students' discipline in 12YBE schools in Rwanda. This was supported by Karl Pearson coefficient of correlation (r) of 0.208 from teachers' responses, 0.307 from students' responses and 0.401 from PTC representatives' responses. The study recommends that the parents should take into consideration their involvement in their students discipline control by adequately communicating with the teachers and school authorities, rewarding their students once they show pleasant positive behaviours and even visiting their students for discipline issues when it is not perfectly appropriate. School leaders should regularly prepare school meetings for the purpose of discussing and make decisions on the strategies of improving students' discipline. It is also recommended that government policy makers in the ministry of education should set up a special policy to arouse parents to participate in their students' discipline improvement and highlighting different areas under which parents should get involved in their students' discipline control in 12YBE schools in Rwanda. The study suggests that the same study can be carried out in public boarding schools in any district in Rwanda other than Nyarugenge to come up with comparative analysis. Moreover, further research can establish the use of social media on the discipline of the students in 12YBE schools in Rwanda.

Key words: *Parental involvement, students' discipline, Twelve Years Basic Education.*

1.1 Introduction

Parents' failure to teach discipline to their children is identified as the greatest contributing factor to disciplinary problems in schools (Bowman, 2004). Students 'discipline has been frequently documented by many researchers worldwide, and the increase of indiscipline both in middle and high schools has been proved to be associated with less effort furnished by parents among others. To take a case in point, in their research studies many researchers have revealed ineffective discipline in United States schools within the early colonialism era (Empey & Stafford, 1991; Greenberg, 1999; Regoli & Hewitt, 1997). Perhaps, the only topic of school discipline that produces a consensus in the United States is that students are increasingly out of control (Brookover, 1992). In finding solution to this problem, it has been established that partnership between families and schools could prevent indiscipline cases where parents get involved as a first link in preventing occurrence of ineffective discipline practices (Nelson, 2002).

Similar problem of indiscipline in African secondary school students has been existed early back in the beginning of the 20th century where students engaged in destructive and harmful practices to human being in different schools. For instance in Kenya, 19 girls from St Kizito died on 13th July 1991 after being violently raped from the invasion of boys' students in girls' dormitory. Additionally, was an indiscipline case of setting fire on a staff room after locking school administrators inside the room at Nyeri high school (Republic of Kenya, 2001). Recently, in her research (Wanja, 2014) reported inadequate involvement of parents in preventing and solving

discipline problems which have been happening in day secondary schools in Kikuyu Sub-county in Kiambu County.

In Rwanda, indiscipline cases like drug abuse, bullying, theft, alcoholism have been proved their existence in secondary schools. One of the reason pointed out by different teachers and administrators, was that parental involvement in preventing or handling discipline problems happening from their students remains poor. It has been claimed that most Rwandan parents allocated their parental responsibilities like teaching discipline upon their children to their housemaids who instil anti-social behaviours in children instead of good behaviours (Asaba, 2016).

The theoretical basis for this study was derived from behavioural modification theory which emerged as technique of increasing adaptive behaviour through reinforcement and decreasing maladaptive behaviour through extinction or punishment. Its founder Burrhus Frederic Skinner (1992) introduced the idea of rewarded behaviour which leads to its repetition in one hand and in the other hand the behaviour that received no reward leads to its elimination. It was adopted in this study because it is much applicable in addressing students' discipline in either inside or outside the school as Skinner believes that when both ethically and professionally applied, it helps much than any other theory which uses negative reinforcement. In the context of this study, the theory holds that behaviour is learnt and that the reinforcement contributes a lot to the achievement of good behaviours, when reinforcement approach is used in shaping students' behaviour in a wanted direction.

Equally important, this study was guided by assertive behavioural theory (assertive discipline) advanced by an American psychologists Canter and Canter (1992). The theory postulates that an educator applies this assertive discipline possesses a clear sense of how students ought to behave so as to accomplish their instructional objectives, since it provides strategies of handling misbehaviour exactly after its occurrence by ways of a plan making the students responsible for their behaviour and consequences. It was adopted for this study because it strictly highlights the role of parents in collaboration with school leaders to address students' misconduct exactly after its occurrence in 12YBE. In the context of this study the theory therefore holds that indiscipline cases should be dealt with confidentially and quickly as possible after occurring especially for the parents when invited or uninvited to address indiscipline cases of their students at school.

As far as conceptual background is concerned, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (USA department of education, 2004). According to Ireland (2017) parental involvement means to understand first the reason why your child is being disciplined at school, then get information about what s/he can do to rectify the situation instead of simply leaving it up to teachers and school administrators to unforce discipline. The definition of parental involvement adopted in this study was the one given by USA department of education (2004) as participation of parents in regular, two-way, and meaningful involving students in academic learning and other school activities. In this study, parental involvement was characterized by Parental communication with teachers and other school authorities, positive parental reinforcement for students' good behaviours, parental school meeting attendance, and visiting students at school.

Correspondingly, students discipline refers to obedience and did not oppose regulation like no laziness to learn, do not tell others to work for you, do not like to tell lies, and pleasant behaviour,

including not cheat, do not make noise and do not disturb others who are learning (Thohal & Wulandari, 2016). According to Nelson (2002) students 'discipline refers to a student's appropriate behaviour. The definition adopted in this study is the one articulated by Nelson (2002) that students 'discipline means students' appropriate behaviours. In this study the students' discipline in 12YBE was characterised by eradication of students' absenteeism, eradication of students' drug abuse, eradication of students' noise in classroom, and eradication of students' truancy in schools.

Parental communication with teachers and other school authorities refers to the ways in which parents share timely information related to the students with teachers or other school authorities in charge of discipline, these can be notes, phone calls, weekly folders sent home and parent-teacher communication association assembly. Williams and Chavkin (1989) confirmed that the promotion of the children's academic learning, discipline, social and emotional development is the result of frequent meaningful ongoing communication among all parties. However, school administrators claims that parental communication remains weak, it was revealed especially for parents with misbehaving students refuse to meet the school personnel to the extent that many parents do not keep appointments made by teachers or principals (Nelson,2002). This current research therefore wanted to explore the level of parental communication with teachers and other school authorities in 12YBE schools in Nyarugenge district.

Positive parental reinforcement for students' good behaviours simply means a process of recognising or appreciating appropriate students' behaviour once occurred in line of encouraging its repetition and even significant improvement while eradicating inappropriate ones. According to skinner (1992) to maintain discipline parents generally need to reward pleasant behaviours and punish unpleasant behaviours since behaviour is learnt and reinforcement contributes a lot to the achievement of good behaviours. Nonetheless, most of the parents ignore to reward their children (students) for pleasant behaviours showed, instead they assign heavy punishment once unpleasant behaviours are occurred. American academy of child and adolescence psychiatry (2018) elucidated even that the majority of parents are giving physical punishment (corporal punishment) such as spanking; slapping, pinching, or pulling; hitting with an object , like paddle, belt, whip, or stick. It was also established that especially parents who have been physically punished within their childhood are the ones who assign such a physical punishment to their children. This current study therefore addressed positive parental reinforcement for students' pleasant behaviour in 12YBE schools in Nyarugenge district.

Parental school meeting attendance refers to the active participation of parents in the meeting prepared at school in line of collectively finding or setting strategies of maintaining discipline among students in both schools, home and community. Slagle (2014) established a significant difference in students discipline and academic achievement between students whose parents/guardians attended parent-teacher conferences and those whose parents do not attend. Nevertheless, not all parents are attending such a meeting. Subsequently, teachers still complain of difficulties of getting parents to attend school conferences (David & Jeffrey 1992). Therefore a need to investigate the level of parental school meeting attendance and its effect to students' discipline in 12YBE schools of Nyarugenge district.

In the last place is visiting students at school standing for the act of parents reaching students at school either boarding or day secondary schools for the reason of meeting student and teacher in line of discussing student's discipline and fixing some unpleasant behaviours. Normally, parents visit their students at school for either ensuring the smooth learning and appropriate behaviours of

their students at school or for intervening in correction of misconduct of their students. However, educators still complain that parents of students with unpleasant behaviour, especially those from lower economic class do not intervene in school-based intervention efforts to curb negative discipline interaction or create preventive plans (Nelson, 2002). Henceforth, this current research explored the extent to which parents visit their students in 12YBE schools in Nyarugenge district and their impact to students' discipline.

1.2 Statement of the problem

Not long ago, in line of achieving the mission of Rwandan ministry of education "to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focussing on combating illiteracy, promotion of science and technology, critical thinking and positive values (MINEDUC, 2003)", six high level objectives for education have been set. The sixth one aims at improving and increasing the promotion of positive values (Unity, respect for human rights, patriotism, and hard work), critical thinking, Rwandan culture, peace, unity and reconciliation (MINEDUC, 2013)

In this regard, JICA & IDCJ (2012) contended that the government of Rwanda initiated 12YBE schools with the aim of promoting a positive values, critical thinking, Rwandan culture, peace, unity and reconciliation. Supporting this, MINEDUC (2003) bolstered that 12YBE schools learning environment may be more complex than elementary schools where improved behaviour and increase of academic achievement expectations are associated with the involvement of families.

However, students in these twelve years basic education schools in Rwanda are still experiencing absenteeism, lateness, indecent dressing, drug abuse, unexpected early female pregnancies, etc. Asaba (2016). Consequently, students' academic performance and desired quality education remains a critical issue in 12YBE schools in Rwanda. To overcome this problem, this research study therefore examined the parental involvement on twelve years basic education students' discipline in Rwanda.

1.3 Specific objectives of the study

1. To identify cases of indiscipline that occur in twelve years basic education in Nyarugenge district.
2. To examine areas of parental involvement in students' discipline control in twelve years basic education in Nyarugenge District.
3. To establish the relationship between parental involvement and students' discipline in twelve years basic education in Nyarugenge district.

1.4 Research questions

This research sought to answer the following questions:

1. What are the cases of indiscipline that occur in twelve years basic education in Nyarugenge district?
2. What are the areas of parental involvement in students' discipline control in twelve years basic education in Nyarugenge district?
3. What is the relationship between parental involvement and students' discipline in twelve years basic education in Nyarugenge district?

2. Review of related literature

2.1 Empirical literature

2.1.1 The students' discipline at school

Nakipodia (2010) explained school discipline as an important element in the school administration. Discipline is a mode of life in relation to laid down rules in any community to which all members must comply with and s/he added that it is indiscipline when these rules are violated. Additionally, discipline leads to methods of model characters and of teaching self-control and pleasant behaviours. Thus the term discipline can be applicable in punishing indiscipline students as the consequence of transgression of the code of conduct. In its report, MINEDUC (2011) writes that the objective of discipline is the creation of a safe and conducive environment in both classroom and the society, and insists that most of indiscipline cases are not related to compliance of set rules and school code of conduct and other unpleasant behaviours such as drug abuse, sexual abuse, theft of school properties, absenteeism and lateness.

Research studies have been conducted to find out the most cases of indiscipline occur in secondary schools such as the research study carried out by Wanja (2014) with the main objective of investigating the role of parents in resolving discipline problems in public secondary schools in kikuyu sub county and Kiambu County in Kenya. The study findings revealed that the most common discipline problems in public day secondary schools were absenteeism, teenager pregnancies, early marriages, boy-girl relationship, theft and drug abuse. In addition to these, truancy, noise making, molestation of new comers, and failure to do homework were also found.

In a similar study conducted by Ngare (2014) whose main purpose was to determine the parents' and teachers' association role in enhancing discipline in public secondary schools in Ongata Rongai zone of Kajiado County, Kenya. The study revealed that each secondary school in Ongata Rongai education zone, percentage of students on hard drug is increasing, and that both students' absenteeism and truancy is anathema in both boarding and day secondary school.

Further, Kadama (2016) who intended to assess the role of teachers and parents in promoting students' discipline in community secondary school reported that there is a bad status of discipline in community secondary school because of a big number of students engage in unsafe sexual relations, truancy, disrespect and wearing improper school uniforms.

2.1.2 Parental involvement

Parents play the primary role by assuming their responsibility towards their children at home to maintain the discipline of students. (Joseph, 2013). In this view, the involvement of parents in establishing home conditions supports learning needs to be helped by the schools. This is because nowadays parents are always busy days and night leading to parents' inability to play effective role in improving discipline of their students (Kiggundu, 2009). Yet, Korkmazz (2007) advised that the parents should love, respect and care towards their children's education and children's basic and school needs. Lekli and Kaloti (2015) supported this idea by insisting that students' discipline, motivation, engagement and ultimate academic performance are increased by focused intervention of both teacher and parents' communication. Furthermore, it has been provided by many studies that communication between students' families and teachers on the phone leads to

positive academic performance and it is found that parent-initiated contact with teachers and improved student performance is due to their inter communication through phone calls. Equally important, is the idea of Comer (1991) suggested the advantage of parent-school partnership such as improving experiences and outcomes for the students, like academic outcomes students' discipline, social, emotional, and behavioural in their nature.

The research finding under the study conducted by Kadama (2016) on role of teachers and parents in promoting students' discipline in community secondary school highlighted that there is a weak collaboration between teachers and parents, and finally indicated that for both teachers and parents the duty of dealing with students' discipline remains an intriguing issue. In support of this, Wanja (2014) emphasises that the involvement of parents was not perfect, all respondents confirmed that parents should be more engaged in students' discipline issues. Increasingly, Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools.

The aforementioned literature review discussed the areas of parental involvement, the level of parental involvement in their secondary school students' discipline and the pivotal role played by the parents in maintaining discipline in schools. Of related concern, the contribution of Chand (2013) finds consequences result from the lack of their support like assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, pregnancy, class repetition and relationship problem.

2.2 Theoretical framework

This study was guided by two behaviourism theories of school discipline. Such theories were behaviour modification theory and assertive behavioural theory.

2.2.1 Behaviour modification theory

Behaviour modification theory was developed by an American psychologist called Burrhus Frederic Skinner (1992). His theory introduced in one hand the idea of rewarded behaviour which leads to its repetition and in the other hand the behaviour that received no reward leads to its elimination. In the view of this theory, to maintain discipline one generally needs to reward pleasant behaviours and punish unpleasant behaviours. This skinner's theory assumes that behaviour is learnt and that the reinforcement contributes a lot to the achievement of good behaviours, when reinforcement approach is used in shaping students' behaviour in a wanted direction. Skinner pointed out that consequences shape one's behaviour where he much focussed his theory on reward and reinforcement.

In this modification theory, Skinner made use of terms like operant behaviour, schedule of reinforcement, positive and negative reinforcement and reinforcing stimuli. He described operant behaviour as purposeful or voluntary action. Schedule of reinforcement happens when reinforcement is produced in a continuous basis. Positive re-enforcement is a process of providing rewards to the students who shows pleasant behaviours where such rewards are for example outings with parents or friends, plying games or going to the cinema with the hope that those pleasant behaviours will happen again. Whereas negative re-enforcement refers to taking away from the students what they like with the purpose of removing the undesired behaviours hoping that desired behaviours will increase. Reinforcing stimuli refers to the process in which the individual directly receives rewards after experiencing desired behaviours.

This theory was selected because this study was focusing on the contribution of parents in raising students' desired behaviours in 12YBE schools. In addition, this skinner's behaviours modification theory is much applicable in dealing with students discipline in either inside or outside the school. Skinner believes that when both ethically and professionally applied, it helps much than any other theory which uses negative reinforcement. Therefore this theory was used to find out whether parents are implementing the use of these two kinds of reinforcement to eradicate cases of indiscipline in 12YBE schools in Rwanda.

2.2.2 Assertive behavioural theory

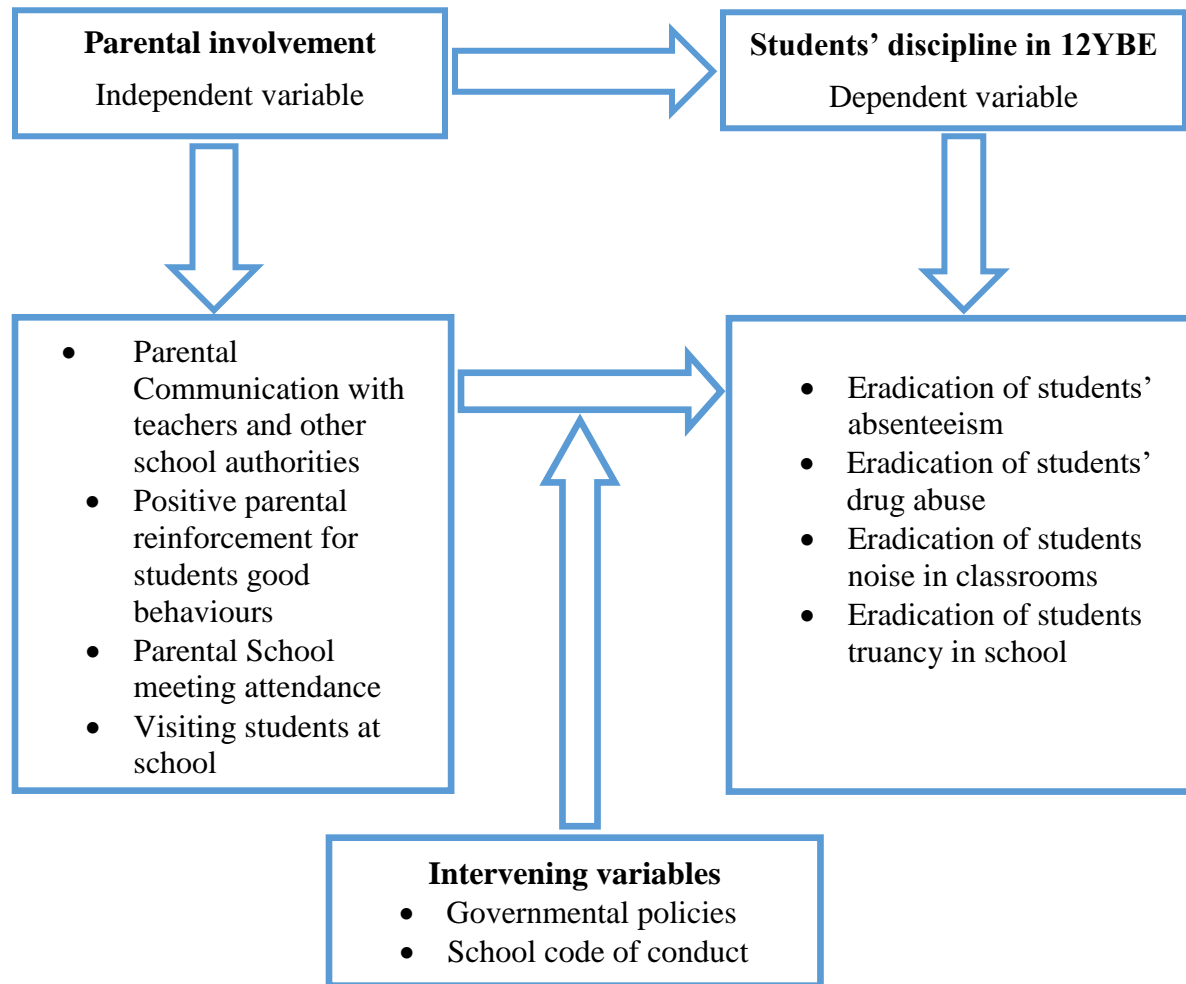
The assertive behavioural theory which was later termed "Assertive discipline" was developed by American psychologists called Canter and Canter in (1992). This theory is built on the approach that an educator applying this assertive discipline possesses a clear sense of how learners ought to behave so as to accomplish their instructional objectives.

Rachlin (1991) added that assertive discipline is unique in providing a strategy of handling undesired behaviour exactly after its occurrence by ways of a plan making the students responsible for their behaviour and consequences.

Canter (1989) believed that teachers have the rights of teaching in a conducive environment and enjoy support of both parents and students, in return students have rights to a teacher or parent educator who will be firm, consistency, provide good encouragement, and motivate desired behaviours by communicating to the students what is wrong and become a role model for pleasant behaviours. This assertive discipline was selected as a guidance of this study because parents and teachers keep on being expected to be proactive and decisive in student discipline issues in the absence of physical punishment. Furthermore, this assertive discipline theory was adopted in this study to assess whether parents are working with teachers in establishing clear rules which students will be following. It also assisted the researcher to find out whether parents and school administrators are assertive and consistent in dealing with students' indiscipline cases in 12YBE. Therefore, basing on his advocate Canter aroused parents and teachers that indiscipline cases should be dealt with as confidential and quick as possible after occurring especially for the parents when invited or uninvited to address indiscipline cases of their students at school.

In brief, there is a relationship between Skinner's behaviour modification theory and Canter's Assertive behavioural theory like their similarity because of their simplicity and relevance to this study. Hence they complement each other i.e. assertive behavioural theory which is firm and consistent comes to complement behavioural modification theory which lays down firm rules as its weakness.

2.3 Conceptual framework



Source: researcher

Figure 1: Conceptual framework

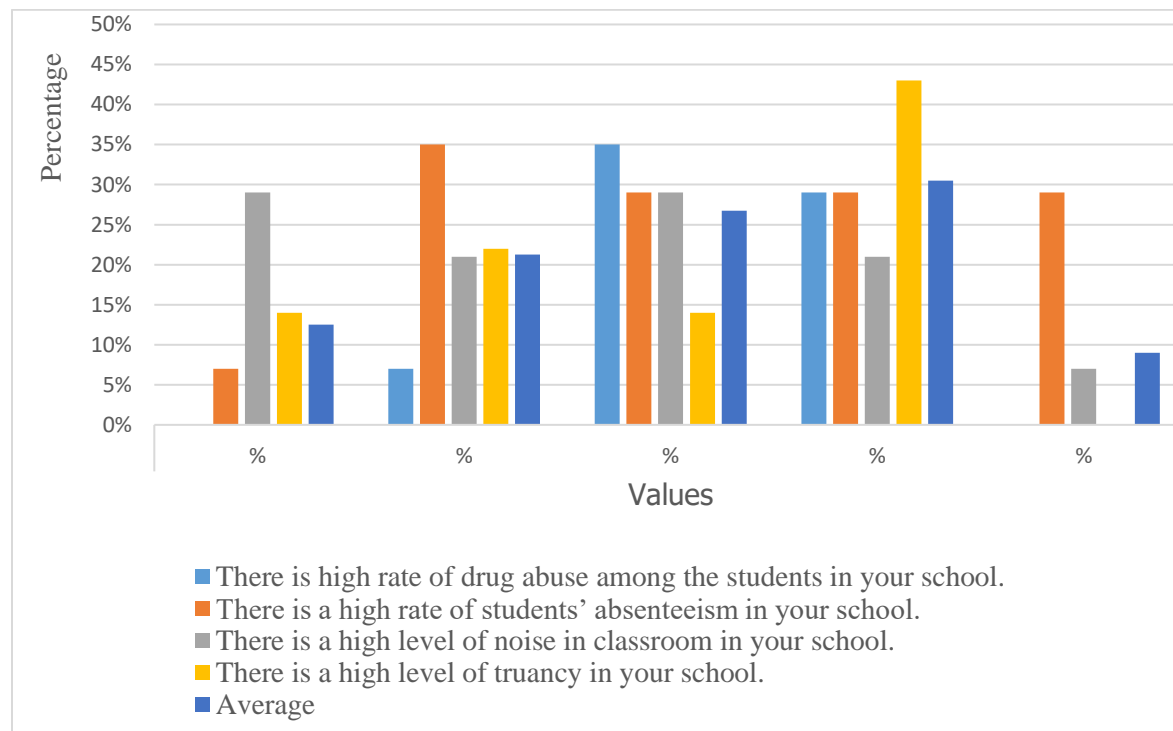
The figure 1 shows the link between parental involvement and students' discipline in 12YBE. It shows students' discipline as a dependent variable which is related to the independent variable, parental involvement. Referring to this figure various areas of parental involvement like parents-teachers-school administrators' communication, parental positive reinforcement for students' good behaviours, visiting students at school and parental school meeting attendance on discipline are having an impact on students' discipline in 12YBE. The research also identified the dependent variables such as eradication of students' absenteeism, eradication of students' drug abuse, eradication of students' noise in class, and eradication of students' truancy in 12YBE schools due to the involvement of parents in their education. The figure also identified some intervening variables which may affect students' discipline in 12YBE, these include, governmental policies and school code of conduct. These variables played a role in improving students discipline when are well-applied in 12YBE Schools in Rwanda.

3. Research Methodology

The researcher adopted the explorative research design for the objective one to explore what cases of indiscipline commonly occur in 12YBE schools. Moreover, descriptive survey design was adopted for objective two for describing how parents get involved in students' discipline control in 12YBE schools. Finally by using SPSS correlational research design was adopted to establish the relationship between parental involvement and students discipline in 12YBE schools. These were an appropriate choice as they based on progressive inquiry about the involvement of parents and students' discipline, especially teacher-parents communication, school-parents partnership, contemporary discipline of the students in twelve years basic education schools and other related points of the topic under study. The target population was 400 respondents including 6 head teachers, 280 teachers, 42 parents' representatives, and 72 students. Both simple random sampling technique, stratified sampling technique and purposive sampling technique adding Solvin's sampling formula were used to select the sample size equivalent to 200 respondents to participate in this study. Data collection instruments were questionnaires and guided interview. Both quantitative and qualitative Data analysis technique were Descriptive, inferential and thematic approach and tables, figures, and textual models were used as techniques of findings presentation.

4. Research Findings and Discussions

4.1 Descriptive statistics



Source: Field Data

Figure 2: Teachers' perceptions to the common cases of indiscipline occur in 12 YBE schools in Nyarugenge District.

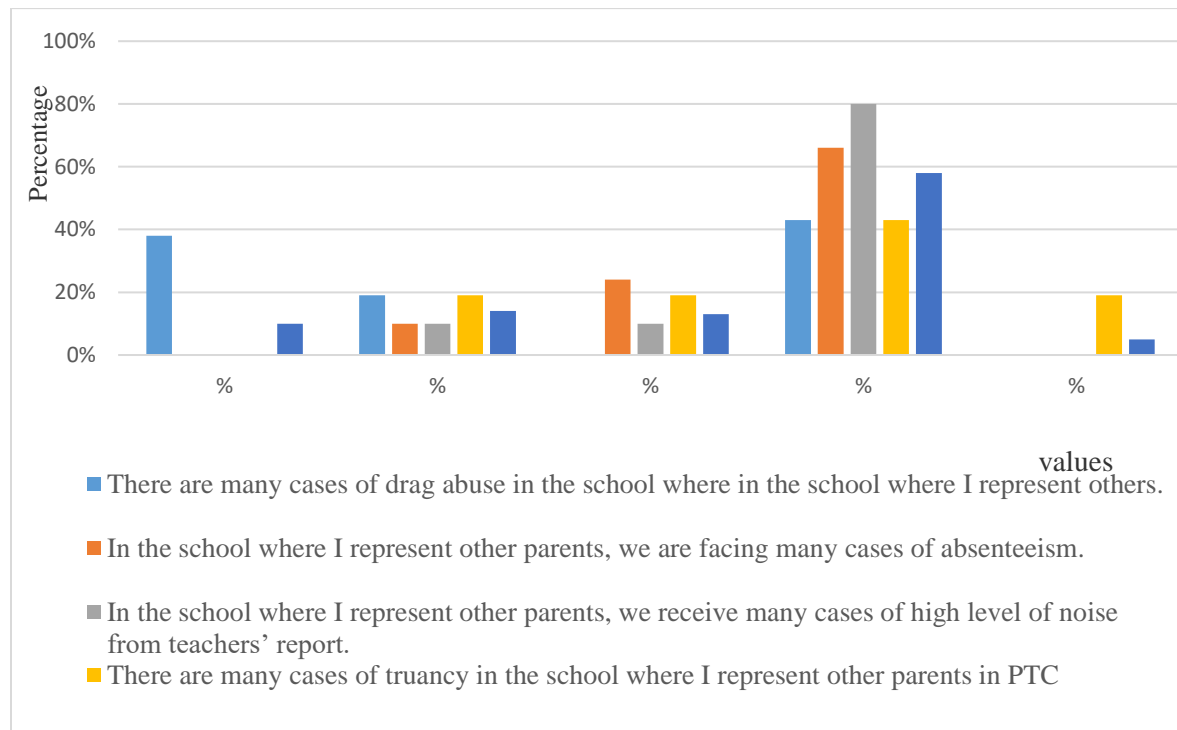
As shown in figure 2 as to whether drug abuse, absenteeism, high noise in classrooms, and high level of truancy as common cases of indiscipline occur in 12YBE schools in Nyarugenge district, the questionnaire was given to 140 teachers and it was shown by the findings that 9% of respondents either agree or strongly agreed at 30.5% that drug abuse, absenteeism, noise in classroom, and truancy commonly occur in 12YBE schools in Nyarugenge district. This findings suggested at 39.5% that drug abuse, absenteeism, much noise in classroom and high level of truancy are the most types of misconduct happen in 12YBE schools. Through this findings it was to be noted that the research conducted by Wanja (2014) revealed that the most common discipline problems in public day secondary schools were absenteeism, teenager pregnancies, early marriages, boy-girl relationship, drug abuse and theft. In addition to these, truancy, noise making, molestation of new comers, and failure to do homework were also found.

Table 1: The students’ perceptions to the common cases of indiscipline in 12YBE schools in Nyarugenge District.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
There is a high rate of drug abuse among students in my school	2	6%	5	14%	8	22%	12	33%	9	25%
Absenteeism in my school is high.	4	11%	11	31%	3	8%	14	39%	4	11%
There is a high level of noise in classroom when studying.	0	0%	7	19%	4	11%	14	39%	11	31%
There is a high level of truancy in my school	2	6%	16	44%	0	0%	13	36%	5	14%
Average	2	6%	10	27%	4	10%	13	37%	7	20%

Source: Primary data from the data

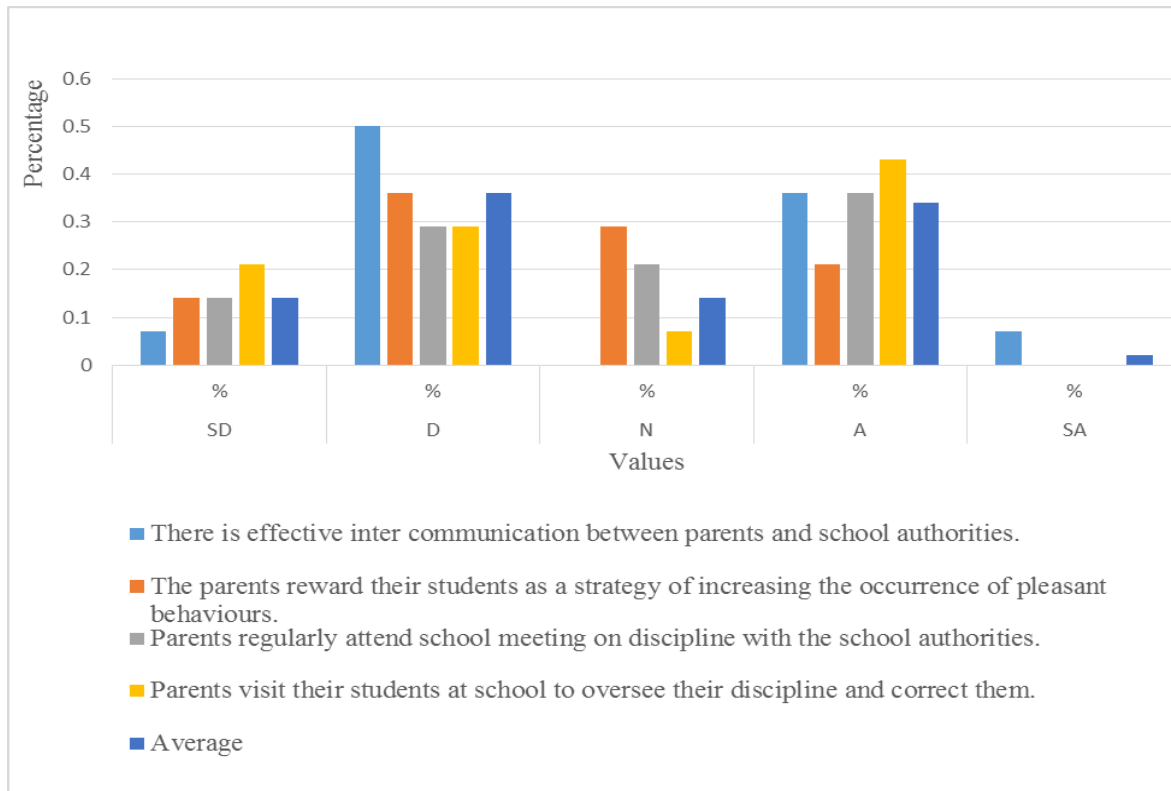
The table 1 as to whether drug abuse, absenteeism, high noise level in classrooms, and high level of truancy as common cases of indiscipline occur in 12YBE schools in Nyarugenge district, the questionnaire was given to the average of 36 students and as shown by the findings, the majority of the respondents either 20% agreed or 37% strongly agreed that drug abuse, absenteeism, noise in classrooms and truancy commonly occur in 12YBE schools in Nyarugenge district. This results indicated at 57% that most indiscipline cases occur in 12YBE schools vary from drug abuse to absenteeism, high level of noise in classrooms and truancy. This findings was not far from the findings of Ngare (2014) revealed that each secondary school in Ongata Rongai education zone, percentage of students on hard drug is increasing, and that both students’ absenteeism and truancy is anathema in both boarding and day secondary school.



Source: Field data

Figure 3: PTC representatives’ perceptions to the common cases of indiscipline occur in 12YBE schools in Nyarugenge district.

As shown in the figure 3 to whether drug abuse, absenteeism, high noise in classrooms, and truancy as common cases of indiscipline occur in 12 YBE schools in Nyarugenge district. The findings showed that 5% of respondents either agreed or strongly agree at 58% that drug abuse, absenteeism, noise level in classrooms and truancy commonly occur in 12YBE schools in Nyarugenge district. This finding from parents validated at 63% that drug abuse, too much noise in classroom, absenteeism and truancy frequently appear in 12YBE schools. This was in line of the findings of Chand (2013) who finds that parents play a pivotal role in maintaining discipline in schools whereas the lack of their support rise to a number of problems such as assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, pregnancy, class repetition and relationship problem.



Source: Field data

Figure 4: Teachers perceptions on parental involvement in students’ discipline control in 12YBE.

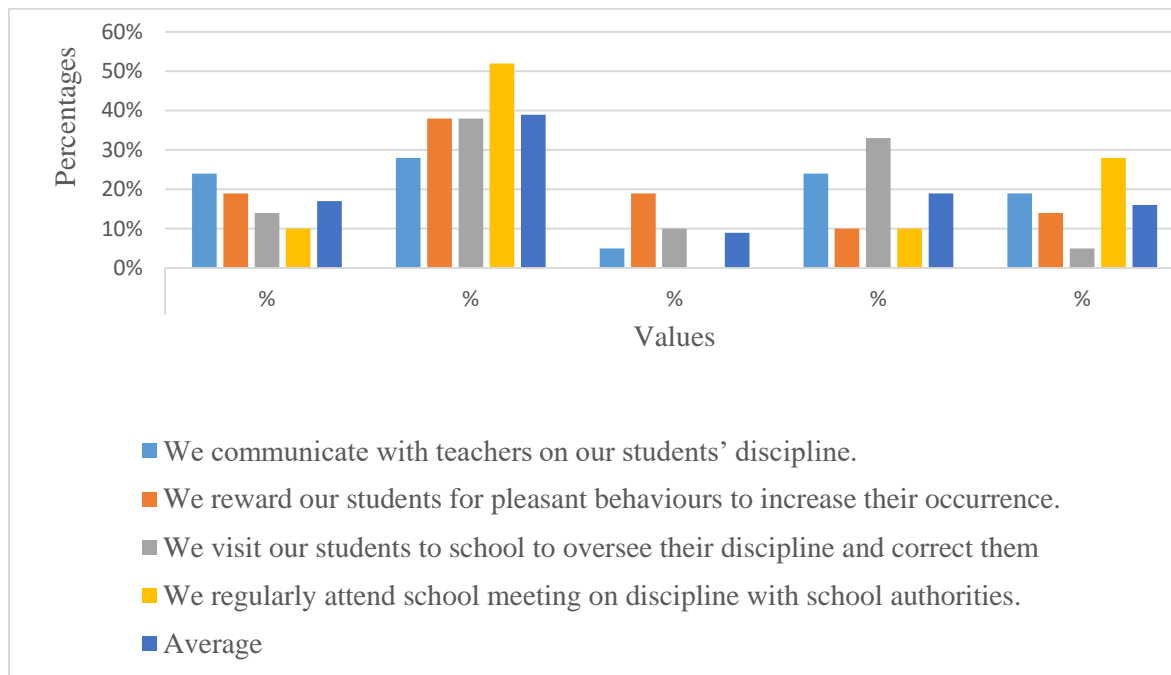
The figure 4 to the second objective as to whether parents get involved in students’ discipline control in 12YBE schools in Nyarugenge district showed that the majority of respondents either 14% disagreed or strongly disagreed at 36% that parents are getting involved in students’ discipline control in the areas of communicating effectively with teachers and school authorities, rewarding students for pleasant behaviours occurred, attending school meeting on discipline, and visiting their students at school to improve students’ discipline in 12YBE. This results justified that the parents are not effectively getting involved in their students’ discipline control in areas of communication, reinforcement, school meeting attendance, and visiting students at school. Thus, This findings complemented the findings from the study conducted by Kadama (2016) on role of teachers and parents in promoting students’ discipline in community secondary school highlighted that there was a weak collaboration between teachers and parents in students discipline, and finally found that for both teachers and parents the duty of dealing with students’ discipline remains an intriguing issue. This was relevant because Parent play the primary role by assuming their responsibility towards their children at home to maintain the discipline of students (Joseph, 2013).

Table 2: Students’ perceptions on areas of parental involvement in students’ discipline control in 12YBE.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My parents effectively communicate with my teacher on discipline issues.	7	19%	11	31%	7	19%	11	31%	0	0%
My parents reward me for increasing the occurrence of pleasant behaviours	11	31%	14	39%	4	11%	7	19%	0	0%
My parents visit me at school to check my discipline and correct me.	14	39%	7	19%	7	19%	4	11%	4	11%
My parents regularly attend school meeting on discipline with school authorities	11	31%	14	39%	0	0%	11	31%	0	0%
Average	11	30%	12	32%	4	12%	8	23%	1	3%

Source: Field data

As shown in table 2 on the second objective to whether parents get involved in students’ discipline control in 12YBE schools in Nyarugenge district, the majority of respondents either 32% disagreed or strongly disagree at 30% that their parents are participating in their students discipline improvement in 12YBE in the areas of communicating effectively with teachers and school authorities, rewarding them once pleasant behaviours occurred to increase their occurrence, visiting them at school to discuss issues of discipline and attending school meeting on discipline with the authorities. This findings established a low participation of parents in their students’ discipline control under the areas of communication, reinforcement, attending school meeting about discipline issues, and visiting their students at school. This findings was also supported by findings of the study carried out by Wanja (2014) emphasises that the involvement of parents was not perfect and all respondents confirmed that parents should be more engaged in students’ discipline issues.



Source: Primary data from the field

Figure 5: PTC representatives' perceptions on the areas of parental involvement in students' discipline control in 12YBE.

The figure 5 on the second objective to whether parent get involved in their students' discipline control in 12 YBE schools in Nyarugenge district, presented that the majority of respondents either disagreed at 39% or 17% strongly disagreed that parents are playing well their role in improving their students' discipline in 12YBE in the areas of communicating effectively with the teachers and other concerned school authorities, providing rewards to their students when they present pleasant behaviours to increase their occurrence, visiting their students to school for discussing discipline issues, and attendance of school meeting on discipline with the authorities. This findings is against the idea of Lekli and Kaloti (2015) who point out that students' discipline, motivation, engagement and ultimate academic performance are increased by focused intervention of both teacher and parents' communication. Through this point of view and research findings from PTC representatives, there is a need to call upon the concerned parents to effectively get involved in their students' discipline control.

4.2 Inferential statistics

Table 3: Teachers’ perceptions on the relationship between parental involvement and students’ discipline in 12YBE

		Correlations	
		Indiscipline cases	Areas of parental involvement
Indiscipline cases	Pearson Correlation	1	.208
	Sig. (2-tailed)		.024
	N	140	140
Areas of parental involvement	Pearson Correlation	.208	1
	Sig. (2-tailed)	.024	
	N	140	140

Source: Data from field

As shown by the table 3 on the third objective as to whether there is a relationship between parental involvement and students discipline in 12 YBE schools in Nyarugenge district, under the condition that p-value is less than 0.05 then it is significant, therefore, it was found that p-value was 0.024 this means that parental involvement and students discipline was significant. When Karl Pearson coefficient of correlation(r) lies between 0 and 0.5 there is a low degree of positive correlation between two variables, therefore it was found that Karl Pearson coefficient of correlation (r) was 0.208 thus, there is a low degree of positive correlation between parental involvement and students’ discipline in 12YBE schools. This findings means that parental involvement is significantly associated with students’ discipline but teachers confirmed that few parents get involved at an appropriate level. This findings was in line with the findings of Wanja (2014) who emphasises that the involvement of parents was not perfect.

Table 4: Students’ responses on the relationship between parental involvement and students’ discipline in 12YBE

		Correlations	
		Indiscipline cases	Areas of parental involvement
Indiscipline cases	Pearson Correlation	1	.307
	Sig. (2-tailed)		.032
	N	36	36
Areas of parental involvement	Pearson Correlation	.307	1
	Sig. (2-tailed)	.032	
	N	36	36

Source: Primary data from the field

The table 4 on third objective as to whether there is a relationship between parental involvement and students discipline in 12YBE schools in Nyarugenge district, showed that relationship between parental involvement and students discipline is significant due to the fact that p-value was 0.032. It was also found that there is a low degree of positive correlation between parental involvement and students discipline in 12YBE schools as the Karl Pearson coefficient of correlation (r) was 0.307. The implication of this findings is that the needed contribution of parents upon their students' discipline control was weak. This findings collaborated with the findings of the study conducted by Kadama (2016) on role of teachers and parents in promoting students' discipline in community secondary school found that there was a weak collaboration between teachers and parents in controlling the students' discipline.

Table 5: PTC representatives' perceptions on the relationship between parental involvement and students' discipline in 12YBE

Correlations			
		Indiscipline cases	Areas of parental involvement
Indiscipline cases	Pearson Correlation	1	.401
	Sig. (2-tailed)		.003
	N	21	21
Areas of parental involvement	Pearson Correlation	.401	1
	Sig. (2-tailed)	.003	
	N	21	21

Source: Field data

As presented in table 5 on the third objective as to whether relationship exists between parental involvement and students discipline in 12YBE schools in Nyarugenge district, there is a significance relationship between parental involvement and students' discipline in 12YBE schools when it was provided that the p-value was 0.003 basing on the rule stating that if p-value is less than 0.05 it is significant, furthermore, the findings confirmed that there is a low degree of positive relationship between parental involvement and students' discipline in 12YBE schools due to the fact that Karl Pearson coefficient of correlation (r) was 0.401. This finding indicated that the involvement of parents in their students' discipline control was not perfect. This finding was in agreement with that of David & Jeffrey (1992) who also express the same view. Their study claimed that not all parents are getting involved in issues concerning discipline of their students. For instance, teachers still complain of difficulties of getting parents to attend school conference. As the matter of fact, improvement is without doubt needed.

5.0 Conclusion

The conclusion was drawn to answer the three research questions which were derived from the three specific objectives and the following conclusion were reached from the analysis of data from the previous chapter.

The research study found out that absenteeism, noise in classrooms, truancy and drug abuse are indiscipline cases which commonly occur in 12YBE schools in Rwanda. Following this was the conclusion drawn that effective inter-communication between parents and other school authorities,

rewarding students for their pleasant behaviour to increase their occurrence, visiting students at school for discipline issue and attending school meeting on discipline are the areas under which parents should play a great role in their students' discipline control in 12YBE schools in Rwanda. Simultaneously, a significant low degree of positive relationship was established between parental involvement and students' discipline in 12YBE schools in Rwanda.

6.0 Recommendations

From the discussions of results and conclusion made, the following recommendations were made to the parents, teachers and school authorities, and policy makers in the ministry of education Rwanda.

Parents should understand that 12YBE schools in Rwanda fulfil the requirements needed to educate their students as secondary boarding schools do. In the view of this, parents should take into consideration their involvement in their students' discipline control by effectively communicating with the teachers and school authorities, rewarding their students once they show pleasant behaviours and even visiting their students to school on discipline when it is not perfectly appropriate.

School leaders should regularly prepare school meetings with the parents for the purpose of discussing and make decisions on the strategies of improving students discipline in 12YBE schools in Rwanda. In addition both school authorities and teachers should ensure effective and timely communication with the parents in enhancing the discipline of the students.

Government policy makers in the ministry of education should set up a special policy arousing parents to participate in their students discipline improvement and highlighting different areas under which parents should get involved in their students' discipline control in 12 YBE schools in Rwanda.

6.1 Suggestions for further research

The study was specifically carried out in 12YBE schools in Nyarugenge District, therefore, the same study can be done in the public boarding schools in the district or any other district in Rwanda to come up with a comparative analysis. Moreover, further research can be carried out to examine the use of social media on the discipline of students in 12YBE schools in Rwanda.

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