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**THE EFFECT OF PARENTS' INVOLVEMENT IN SCHOOLACTIVITIES ON THE  
STUDENTS' INDISCIPLINE IN GOVERNMENT AIDED SECONDARY  
SCHOOLS**

**CASE STUDY: KATAKWI DISTRICT, EASTERN UGANDA**

A dissertation presented to

**FACULTY OF EDUCATION**

in partial fulfillment of the requirements for the award of the degree

**Master of Education Administrations and Management**

Uganda Martyrs University  
*Making a Difference*

**UGANDA MARTYRS UNIVERSITY**

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**Master's Dissertation**

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**Master's Dissertation**

**Declaration**

I have read the rules of Uganda Martyrs University on plagiarism and hereby state that this work is my own.

It has not been submitted to any other institution for another degree or qualification, either in full or in part.

Throughout the work I have acknowledged all sources used in its compilation.

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Date of Submission: **22<sup>nd</sup> AUGUST 2025**

Submitted to: \_\_\_\_\_

## **DEDICATION**

I whole heartedly dedicate this research to my dear mother who struggled towards my future. I am what I am today because of her tireless efforts and prayers for my success. On the other hand, this research is also dedicated to my only lovely mother of my children and my dear children for accepting to live a simple means of life as I used the merger resources for paying fees for this course. May the Good Lord bless you.

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## **LIST OF ACRONYMS**

AIMS	:	Automated Inventory Management System
AIS	:	Automated Information Systems
ARMS	:	Automated records management System
DFD	:	Data Flow Diagram
ERD	:	Entity Relationship diagram
ICT	:	Information Communication Technology
IMC	:	Integrated Marketing Competition
IS	:	Information Systems
JAD	:	Joint Applications Development
LAN	:	Local Area Network
MRP	:	Material Requirement Planning
MS	:	Management System

## ABSTRACT

The study was carried out in the five (05) selected government aided secondary schools and parents' involvement in school activities on students' indiscipline in the secondary schools of Katakwi district. The sample size comprised of; 05 deputy head teachers, 40 class teachers, 20 PTA executive committee members and finally 50 student leaders using purposive sampling techniques. The specific objectives in this study were; to find out the effects of parents monitoring and supervision of students' indiscipline in secondary schools, to identify the effects of parents' follow-up of students' adherence to school rules and regulations and to establish the impact of parents' provision of scholastic materials on students' indiscipline. Research findings show that the overall parents' involvement in school activities which have direct influence on students' discipline was very low and also showed that the largest number of respondents accepted that parents were not involved closely in their students' indiscipline at all times. Others agreed that the parents' educational levels/ignorance was the reasons as to why parents' involvement in most of the school activities was low and they believed that once the child reach secondary that he or she has grown up and can make his or her decisions alone. Data analysis used questionnaires and an in-depth interview guides to arrive at conclusions. In this research, a mixed cross-sectional design was adopted, quantitative data analysis was presented in percentages and tables and qualitative data was analyzed using a thematic content approach. The survey and interview methods were employed and questionnaires and interview guides were used in this research for data collection and was presented in the form of narratives and direct quotations from the respondents themselves. The sample size involved was 115 respondents in my study and it revealed that the parents' involvement in school activities on students' indiscipline significantly influenced students' discipline in government aided secondary schools of Katakwi district. The findings showed that parents were not effectively involved in the school activities and in matters concerning their students' discipline like attending class meetings, annual general meetings and provision of scholastic materials. However, the study recommends that the parents and head teachers be involved in formulating and designing of school rules and regulations and establish clear and consistent discipline policies that are jointly implemented to manage the discipline of students in these secondary schools of Katakwi district.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

As a result of the learning environment's rapid transformation, educational institutions face a growing number of obstacles in delivering quality education to students, which has led to a growing demand for increased stakeholder participation in the management of students' discipline (Lacey & Wright, 2021). One stakeholder group that has received significant attention in recent years is parents, whose involvement in their children's education can have a significant impact on their discipline (Kim et al., 2018). Despite the potential benefits of parents' involvement, the incidences of students' indiscipline in secondary education sub sector remain high without any concerted effort to address the problem.

This study was carried out in government aided Secondary Schools in Katakwi District of Teso Sub region, Eastern Uganda. This chapter presents details on the background to the study, statement of the problem, objectives of the study, research questions, and scope of the study and significance of the study, justification of the study, conceptual framework and operational definitions of key terms.

#### **1.1 Background to the Study**

##### **1.1.1 Historical perspective**

Concerns about students' indiscipline have persisted globally for decades, often linked to perceived gaps in parental involvement in children's education and upbringing. Since the 1960s, scholars and policymakers have increasingly recognized that lack of parental engagement contributes to disciplinary challenges in schools (Morris & Howard, 2019). Historically, during the nineteenth century, U.S. educators influenced by European theorists such as Philipp Emanuel von Fellenberg argued against excessive corporal punishment, emphasizing that discipline and learning are more effectively fostered through encouragement and kindness (Eskri, 2017). Nevertheless, bureaucratic inefficiencies within school systems and the persistence of harsh disciplinary methods failed to eradicate indiscipline in schools. In the United States, indiscipline manifested in forms such as disrespect, disobedience, lateness, and violence behaviours that teachers have reported since the early development of public schooling (Morris & Howard,

2019). To address these, schools employed measures such as verbal reprimands, corporal punishment, after-school detentions, and suspensions (Adams, 2019). By the late twentieth century, however, incidents of violence and school crime including vandalism and physical aggression prompted further questioning of disciplinary policies and the role of parents in shaping student behaviour (UNESCO, 2020).

1 Similar challenges have been observed in Sub-Saharan Africa and Southeast Asia. In East Africa, the 1990s and early 2000s were marked by several tragic cases of student indiscipline. In Kenya, for example, the St. Kizito incident of 1991 left 19 girls dead after an attack by male students, while in 2000, students at Nyeri High School set fire to a staffroom, locking administrators inside (Republic of Kenya, 2016). In Rwanda, issues such as drug abuse, chronic lateness, and disrespect for school authority have been attributed in part to weak parental involvement, with many parents delegating disciplinary responsibilities to housemaids who often failed to instill positive behaviours (Asaba, 2016).

2 In Uganda, student indiscipline remains a persistent problem, characterized by absenteeism, substance abuse and disrespect for school authorities, and violent strikes (Osodo, 2019; UNESCO, 2020). Ogowapusi and Enockie et al. (2020) further argue that while discipline is essential for punctuality, respect, and academic engagement, efforts to promote it are undermined by inadequate parental participation. Regional research suggests that although governments and schools have introduced various policies, parents' neglect of roles such as monitoring attendance, participating in school meetings, and supporting adherence to rules continues to exacerbate the problem (Okiria & Okidi, 2019; Mwiti, 2020). At the continental level, improving student discipline has emerged as a priority for education reforms in Africa, with the African Union Commission on Education (2021) emphasizing the role of parental involvement as a cornerstone for sustainable educational progress. Without active parental engagement such as attending PTA/Board meetings, providing learning materials, and monitoring behaviour disciplinary interventions remain superficial and less effective. Despite the broad recognition of these challenges globally, regionally, and nationally, little research has been conducted in Katakwi District, Eastern Uganda, to specifically examine the link between parental involvement in school activities and student discipline. While indiscipline cases ranging from lateness and substance abuse to violent unrest have been documented in Ugandan schools (UNESCO, 2020), no comprehensive study has systematically explored how parental engagement (or lack thereof)

shapes disciplinary outcomes in this particular context. This gap justifies the present study, which seeks to investigate the effect of parents' involvement in school activities on students' discipline in government-aided secondary schools in Katakwi District.

### **1.1.2 Conceptual Perspective.**

Onania et al. (2020) argued that the word *discipline* is derived from the Latin root *discipulus*, meaning a pupil or disciple. Traditionally, the problem of discipline consisted of bringing the conduct of pupils into conformity with the standards of the teacher. The pupil was expected to develop the virtue of docility so that the teacher could impress his personality and mold them accordingly. While Onania et al. (2020) restrictively defined discipline in terms of "bad acts," this cannot fully capture the more complex manifestations of students' indiscipline, which are often linked to the degree of parental involvement in school activities.

In this study, the working definition of students' indiscipline refers to failure by students to adhere to established school rules and regulations, such as lateness, disrespect for authority, violence, and failure to attend class, among others. Students are considered in-disciplined when they act contrary to set school norms and cultures.

On the other hand, parental involvement has been defined as the participation of parents in multiple facets of their children's education and development (Epstein, 2011; Wilder, 2014). This ranges from monitoring homework, attending parent-teacher association (PTA) meetings, providing scholastic materials, to supporting positive discipline practices at home and in school. Parents' involvement also extends to shared responsibility for decision-making about children's education, including collaboration with schools and communities to promote good discipline (Fan & Williams, 2010).

According to McCormick, Cappella, O'Connor, and McClowry (2013), the role of parents in resolving disciplinary challenges such as disruptive or challenging behaviour remains underexplored. In African secondary schools, there is growing recognition that parents' involvement influences indiscipline, especially where inconsistent disciplinary practices prevail (Adeyemo et al., 2020; Ogunyemi, 2020). This suggests that the persistence of indiscipline in public secondary schools is often linked to the limited participation of parents rather than to the absence of formal educational policies.

The significance of parental provision of scholastic materials also shapes students' discipline practices, as it reduces frustrations that often trigger misbehaviour. Despite this, literature

examining the link between parents' involvement and students' indiscipline in secondary schools in Katakwi remains limited.

For instance, Mohsin (2018) studied parents' provision of scholastic materials in primary schools in Nairobi Province and observed that financial planning and parental support in form of textbooks, uniforms, mathematical sets, and notebooks were vital for student performance and behavior management. While Mohsin's findings are important, his study focused on primary schools in Kenya, not on secondary schools in Uganda. Thus, the contextual differences highlight the necessity of this study in Katakwi District.

### **1.1.3 Theoretical perspective**

The behaviourism modification theory by B. F. Skinner (1970) was adopted to guide this study because students' discipline is behavioural in nature. Behaviourism assumes that behaviour is learned either from school or home, and that reinforcement plays a central role in shaping behaviour. According to Skinner (1970), behaviour that is rewarded tends to be repeated, while behaviour that is not rewarded eventually diminishes.

The theory emphasizes reinforcement and reward as the main constructs. Reinforcers, which are similar to rewards, if used systematically, influence an individual's behaviour in a desired direction (Charles, 2018). In the context of this study, the behaviourism theory is important because students' indiscipline in secondary schools in Katakwi District is largely a result of learned behaviours. These behaviours manifest in different forms such as late-coming to school, disrespect of school authority, and physical violence. Factors such as low parental education, single parenting, and parental negligence may also contribute to the persistence of such behaviours.

The behaviourism theory further assumes that reinforcements can be applied to shape learners' behaviour positively. Educators can encourage good behaviour by rewarding students through praise or prizes, and discourage negative behaviour by withholding rewards (Ekiling et al., 2020). Skinner also described freedom in terms of escape or avoidance, where escape involves removing or reducing exposure to an unpleasant stimulus, while avoidance involves preventing exposure to it altogether (O'Donohue, 2019).

Despite its strengths, the theory underestimates other social factors that may influence student discipline, such as peer pressure and changing family values. This limitation highlights the need to contextualize behaviourism within broader frameworks of discipline. Nevertheless,

behaviourism provides a useful foundation for understanding the forms of indiscipline in schools and suggests ways in which educators and parents can work together to reinforce positive behaviour (Braun, 2018).

Onania et al. (2020) provide further insight into discipline, tracing its origin to the Latin word "disciples," meaning pupil or disciple. Historically, discipline was viewed as bringing pupils' conduct into conformity with the standards of the teacher. Its modern conception, however, is broader, encompassing not only behavioural control but also development of responsibility and mutual respect. From this perspective, parental involvement plays a crucial role in shaping student behaviour. Parents' involvement includes supervising homework, monitoring adherence to school rules, attending meetings such as PTA assemblies or disciplinary committees, and collaborating with schools to support students' overall well-being.

While parental involvement contributes significantly to discipline, it must be clearly defined within its parameters and relationship to students' behaviour. This study, therefore, draws from the behaviourism theory to examine how learned behaviour, shaped by reinforcements both at home and school, influences students' indiscipline in secondary schools in Katakwi District.

#### **1.1.4 Contextual perspective**

Globally, the parents' involvement in school activities on students' indiscipline was cited to be similar to what was happening in the public secondary schools of Africa a whole and east African region in particular. For example a scholar Gitonga (2018), cited the common cases of students' indiscipline in Kenyan secondary schools which included sneaking out of the school compound, drug abuse, theft, and vernacular speaking, early pregnancies and disrespect of persons in authority like prefects, teachers on duty, wardens and matrons as it is in the selected government aided secondary schools of Katakwi district.

In context of this study field, the secondary education sub sector in Uganda nationally includes 1642 government aided secondary schools and over 3670 private schools with a total enrollment of 7,492,771 of which 57% are boys. At present, government aided secondary schools employs 66,402 teachers though 42,576 are on active pay roll (MOES, 2022). The rest are recruited and paid locally by parents through Board of governors (BOG's) and parents teachers' association (PTA) committee charges. Because of lack of student discipline alongside other factors, more than 53% of secondary school students reach criterion-referenced levels of achievements.

Ssekamwa & Lugumba (2018) opined that the pre-independence era in Uganda's education system therefore witnessed a high degree of student discipline due to parents' involvement in regard to attending school meetings, monitoring student performance and provision of scholastic materials. Today, students' indiscipline is a rear vision to many parents. Although Ssekamwa & Lugumba (2018) scholarly gave detailed historical-legal analysis of student discipline in Uganda is available addition to literature but unanswered theoretical problems prevent them from exploiting the significance of their work.

In this study, the students' indiscipline refers to the bad acts that are against the expected behaviours that are not in line with the school rules and regulations. Nationally in Uganda, there exists a close association between students' indiscipline and parents' involvement. Although statistics in the country on students' indiscipline are scanty, the education qualitative research evidence suggests a rising trend in the incidence of students' indiscipline. MOES (2020) basing on UNESCO (2020) qualitative module reports, student burglary and thefts stands at 58% (of which 38% are girls), lack of exemplary student behavior and punctuality accounts for 48%. Similarly, substance abuse, disrespect among students' stands at 53% and 78% respectively. Though students' discipline has been widely agitated and supported in Uganda, there is lack of understanding on how far parents' involvement has achieved goals alleged or real and the intended consequences (Admitted by Mwiya, 2019) of lack of parents' involvement on students' indiscipline.

In Katakwi district, government aided secondary schools do not promote an articulation of a harmonized and coordinated strategy and policy framework of closely bringing the parents to be involved in school activities with direct bearing on students' indiscipline and check their consistency with school rules and regulations. According to the district education report (2024), 12 students were found guilty for burning a staffroom at school C in 2022 while over a dozen students were suspended for physical violence at school as it was against the school rules in 2019 at School A. Mwititi (2020) argued that parents have not taken initiative of attending school class and disciplinary meetings whenever invited, monitoring their students' adherence to school rules and regulations and provision of scholastic materials like books, pens, uniforms, pencil, mathematical sets, soap, sugar among others, It is true, students' indiscipline is undesirable, and although Mwititi's study presents an extended exposition of contextual perspective of the present

situation regarding parents' involvement on students' indiscipline, she failed to address the issue in an increasingly exploited range and She did not pursue a line of inquiry that is fundamental to any analysis of students' indiscipline of attending school meetings, monitoring and supervision of their students and provision of scholastic materials. Therefore, the neglect of students' indiscipline by past researchers in Katakwi district has distorted the picture because it has given undue emphasis on total absence of permanent data about parents' involvement in school activities on students' indiscipline thus creating a research opportunity to be exploited by this study.

## **1.2 Statement of the Problem**

In recent years, cases of students' indiscipline in secondary schools across Uganda have continued to escalate, raising concern among education stakeholders. Acts of aggression among peers, violence, vandalism, and open defiance toward teachers and school administrators are increasingly reported, undermining the smooth running of schools (Ngwokabuenui, 2015; Odebode, 2019). Indiscipline not only disrupts learning but also threatens the attainment of quality education and the holistic development of learners.

Parental involvement is widely recognized as a crucial factor in shaping students' discipline and academic achievement. Research has consistently shown that when parents actively engage in their children's school life, learners are more likely to exhibit responsible behavior and positive attitudes towards education (Kim et al., 2018). Parents are therefore expected to work collaboratively with school authorities to instill discipline and nurture responsible students. However, in Katakwi district, this partnership appears weak and less effective.

Evidence from the District Education Office Report (2023) indicates that misconduct among students in government-aided secondary schools remains high, with many cases linked to weak parental engagement and family-related challenges. Angodia (2019) further observed that parents in Katakwi have increasingly failed to play their roles in supporting school authorities on matters of students' discipline. The situation has been worsened since the COVID-19 pandemic, which disrupted the schooling system from 2019 onwards, leaving gaps in discipline management that schools alone have struggled to address. Despite the enforcement of rules and regulations by school administrations, little impact has been realized without the active involvement of parents.

The persistence of this problem underscores the urgent need for an academic inquiry into the role of parents in shaping discipline among secondary school students. Unfortunately, there is limited

empirical literature addressing this issue within the rural context of Katakwi district. This study, therefore, seeks to investigate the effect of parents' involvement in school activities on students' indiscipline in government-aided secondary schools in Katakwi district.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The general objective of the study was to investigate the effect of Parents' Involvement in School Activities on the Students' Indiscipline in Government Aided Secondary Schools in Katakwi District

#### **1.3.2 Specific Objectives:**

1. To investigate the effects of parents' involvement in monitoring and supervision on students' indiscipline in the selected government aided secondary schools in Katakwi district.
2. To establish the effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government aided Secondary schools in Katakwi district.
3. To establish the impact of parents' provision of scholastic materials on students' indiscipline in the selected government aided secondary schools in Katakwi District.

### **1.4 Research Questions**

- a) How does parents' involvement through monitoring and supervision impact on students' indiscipline in the selected government aided Secondary schools in Katakwi district?
- b) What is the effect of parents' follow-up of students' adherence to school rules and regulations in the selected government aided secondary schools in Katakwi District?
- c) In what way does parents' provision of scholastic materials impact on students' indiscipline in the selected government aided secondary schools in Katakwi District?

### **1.5 Scope of the study**

The study was based on the following scopes:

#### **1.5.1 Content scope**

The study investigated the effect of parents' involvement in school activities on the students' indiscipline in government aided secondary schools in Katakwi district. It specifically investigated the influence of parents' attendance of school meetings, monitoring and supervision

of students' homework/ assignments and adherence to school rules and regulations on students' indiscipline in the selected government aided secondary schools in Katakwi district. It also examined the influence of parents' guidance and counselling and provision of scholastic materials on students' indiscipline is meant to provide a solution to lack of parents' involvement in school activities by jointly involving the parents to participate in all the school activities to have students' discipline fostered in the schools of Katakwi district.

### **1.5.2 Geographical Scope**

This study was carried out in Katakwi district, located in Teso sub region in Eastern Uganda. Katakwi district has a total population of 158,032 people (75,345 males and 82,647 females). The district is inhabited by predominantly Ateso speaking people although some isolated pockets of other tribes are also here like Bakenyi. Katakwi district is bordered by Kumi in the south, Karamoja region in the North, and Sebei in the East and Soroti district in the West. The major economic activity of the people is subsistence farming. Katakwi district lies under latitude 12959N and longitude 33047E. The district receives a two rainfall patterns with two seasons i.e., between March and April then August and September (Katakwi district report, 2023). With regards to vegetation cover, Katakwi district has a mixture of both Savannah and Arid grasslands. This area has been chosen for this study because of rising incidences of student misconducts (MOES, 2023), district education office report (2023).

### **1.5.3 Time scope**

The study looked at the period between 2019 -2025. This time frame was chosen because it was during this time that students' indiscipline increased after the global education breakdown caused by COVID 19 in selected government aided secondary schools in Katakwi district as cited in the report from District Education Office (2024).

### **1.7 Justification for the study**

This study on parents' involvement in school activities on students' indiscipline in secondary schools of Katakwi district was conducted out at this particular moment in time by the researcher. The secondary school students of Katakwi district and many others in different schools need to adopt good discipline and above all to encourage the other percentage of the parents who were not involved in their children's discipline to pick a leaf from those parents involved on their children's discipline. However, these secondary schools were trying to enforce the adherence to

school rules and regulations to control students' indiscipline by carrying out class level meetings with the students' parents to sensitize them but their response was always recorded as being low for the case of Katakwi district as my case study area. Much as similar studies have been done but have not assessed the effects of parents' involvement in school activities which influence on students' indiscipline in government aided secondary schools of Katakwi. This study was therefore presenting early warnings to the government aided secondary schools with students' indiscipline which had a direct bearing on students' dropout rates resulting to poor performance. Therefore the study was to help improve on students' discipline and encourage parents to be involved.

### **1.8 Significance of the research report**

These study findings were hoped to benefit in the following ways:

The research report was to evaluate the parents' involvement in school activities on students' discipline secondary school in Katakwi District and help students to arrive at realistic decisions that were in line with the school rules and regulations.

The result from this report were to provide more information to school managers, students and their parents on the need for tightening the adherence levels to the school rules governing students' discipline both at home and school.

This research report was to provide adequate knowledge and information to the policy makers in the field of education to take an alternative policy options for enhancing students' discipline and promoting school-parents' collaborations for the students' disciplinary matters by putting the parents to be at the fore front in all school activities of a school.

The research report was meant to be a source of information for future researchers in the same area of investigation and the report for reference in the related field.

This report was to benefit the parents as well as remind them to be doing guidance and counseling, provide scholastic materials to their students' and avoid indiscipline related issues in future. It explored parental influence on students' indiscipline in secondary school students of Katakwi District and help students to arrive at realistic decisions that were in line with the school rules and regulations.

The parents and school administrators in the secondary schools of Katakwi were requested to work together in order monitor the students' indiscipline both at home and school jointly without leaving a burden to one category to handle students' discipline. This may enable students to pursue a right direction of discipline.

The government through the Ministry of Education and Sports would realize the need for the revitalization of career guidance in secondary schools to bridge the gap left by parent. This would also enable the students to make personally informed decisions in as far as their discipline and adherence to the school rules and regulations are concerned. This would help the students to make appropriate decisions at school and be good leaders in future in their own communities.

Researchers would use the findings of this study as a point of reference when conducting research in the field of parents as role models for students' characters in these schools.

### **1.9 Key words used**

**Discipline.** The word “discipline’ is derived from the Latin root “disciples” meaning a pupil or disciple. Naturally, the problem of discipline was taken to consist of bringing the conduct of the pupils into conformity with ideas and standards of the master and doing bad acts. Discipline is also the practice of observing rules and conforming to norms and expectations in a society, especially in a school and discipline in schools is maintaining order and regulating students’ behavior.

**Indiscipline:** This means behaving in unwanted way in the community or going against the established rules and regulations that govern the student life in the school like fighting, theft, drug abuse among others. Indiscipline is the direct opposite of discipline, i.e. lack of discipline.

**Parent:** Was a biological father of the child/student producing them at a family level and they include the man and his spouse.

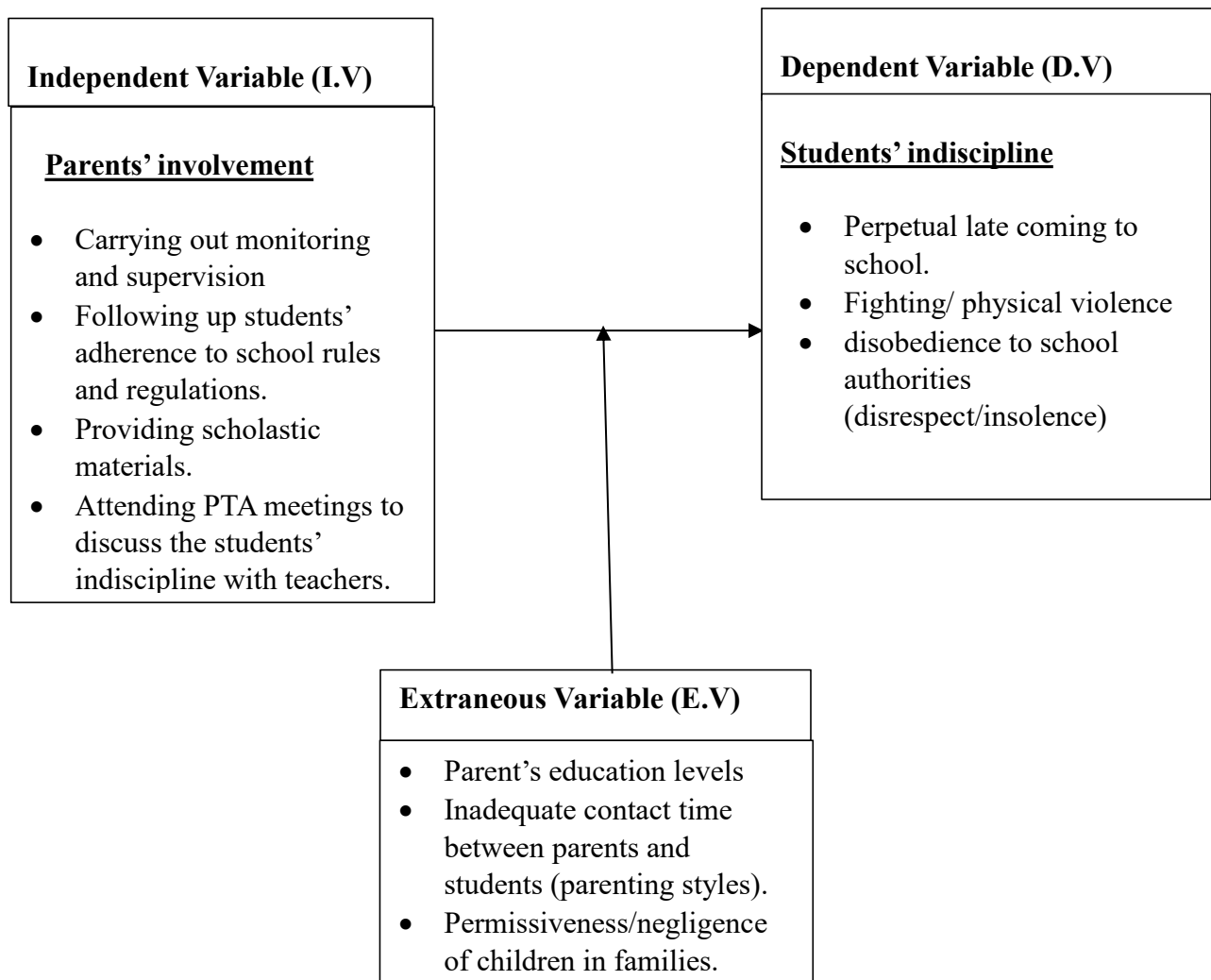
**Parents’ involvement:** was the parents’ participation in every facet of children’s education and development from birth to adulthood and recognizing that parents were the primary influencers in children’s lives. Parents’ involvement means parents’ participation in their children’s education both at home and school.

**School activities:** was referring to the different programs that students’ parents are involved in doing at school which have a direct bearing to students’ indiscipline in the secondary schools like attending AGM’s, class meetings, follow-up students’ adherence to school rules and regulations and providing scholastic materials to students like realms of paper.

### 1.10 Conceptual Framework

Mugenda (2008), defined a conceptual framework as a specific description of a problem under investigations and it is associated with a diagrammatically illustration or a visual expression of the variables of my study. The conceptual framework in this study topic is developed around three parent involvement dimensions shown below.

**Figure 1.1 Conceptual framework**



*Source: Adapted from Mugenda (2004) and Modified by the Researcher, 2025*

According to Mugenda (2008), a conceptual framework serves two important purposes; first, it helps the researcher to improve and to sharpen ideas about the study and aids in the preparation of the narratives and explanations. Secondly, the diagram is very useful, important to the researchers seeking to find out, what the researcher is to investigate or achieve. This conceptual framework hypothesizes that parents' involvement in various school-related activities has a direct impact on students' discipline in the area of my study. A conceptual framework tries to explain a conceptual relationship that exists among variables of this study. This was presented graphically clear outlining independent, dependent and extraneous variables according to Mugenda and Mugenda (1999). The schematic illustration of the study presented in Figure 1 above visually explains the conceptual background of this study. This research aims to investigate on the effect of parents' involvement in school activities on students' indiscipline in the selected government aided secondary schools in Katakwi district. It is conceptualized in this research that parents' involvement in school activities highly influences students' discipline in life. The study would like to investigate the link between the two variables in the study. The variables of the study include parents' involvement (Independent variable) it is looked at as; monitoring and supervision, follow-up of students' adherence to school rules and regulations, provision of scholastic materials and attending to PTA meetings. Parents' involvement in school activities plays a very significant role on students' discipline in this study and they students will exhibit the following in the school and community at large; respect of authority, attending all class lessons among others.

The parents' involvement in school activities as explained in the conceptual framework above contains students' indiscipline (Dependent Variable) which contains the parameter of fighting/physical violence, perpetual late coming to school, drug abuse/ smoking, drinking alcohol at school premises and disobedience to school authorities. However, it should be noted that besides the independent variable of parents' involvement in different school activities, there may be other factors that may influence the dependent variable (students' indiscipline) either indirectly or directly and as extraneous variables (E.V) like; Parents' education levels, inadequate contact time between the parents and students (parenting styles) and permissiveness/negligence of children in families.

The conceptual framework was drawn on the assumption that if students' discipline is well managed by those in charge/authority, it can lead to automatic improvement of students discipline in many of the selected government aided secondary schools of katakwi.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Parents' involvement in the education of children has long been identified as a key determinant of learners' academic and behavioural outcomes. In Uganda, particularly in government-aided secondary schools in rural districts like Katakwi, indiscipline among students remains a pressing challenge, often attributed to limited parents' engagement (MoES, 2022). This literature review explores how different dimensions of parents' involvement through; monitoring and supervision, follow-up on school adherence to rules, and provision of scholastic materials can impact on students' indiscipline in the selected government aided schools in katakwi district. The chapter synthesizes both global and local studies, identifies theoretical underpinnings, critiques methodologies used in past research and highlights literature gaps. The actual literature has been reviewed objective by objective, and the sources of literature reviewed include; secondary sources especially text books, journal, newspapers, research dissertations, government reports and publications, and primary source especially pilot study that were carried out by the researcher.

#### 2.1 Theoretical Review

There are two theories that inform this study and they include the B.F Skinner and Epstein framework model as explained below:

##### 2.1.1 The Behaviourism theory of 1982

The research report provided was adopted from Behaviourism theory of 1982 by B.F Skinner. According to (Skinner, 1982), explained that behaviour that is rewarded tends to be repeated while behaviour that receives no rewards tends to be eliminated. In maintaining discipline, one generally rewards good behaviour and punishes bad behaviour (Phillips, 2016). Skinner believes that consequences of what happens to the individual after performing an act go a long way to shape an individual's behaviour. He focused his approach on reinforcement and reward. If used in a systematic way, they influence an individual's behaviour in a desired direction (Charles, 2016). in the behaviourism theory by Skinner made use of terms like Operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements was equally cited by (Charles, 2016), (Anter and Canter, 2001). They agreed with

the theory that parents must be involved in the indiscipline of their students and should reinforce the rules by using positive repetition instead of punishing the negative ones only.

In this study therefore, the ideas of the theory were applied in understanding the forms of students' indiscipline in schools like disrespect of authority, vandalism and late coming to school. Skinner's theory was based on the principle of Operant behaviour that involved a purposeful, voluntary action. He assumed that reinforcing stimuli rewards that individual directly after performing an appropriate behaviour. Receiving rewards pleases learners; this makes them more likely to repeat a good behaviour pattern with a hope of getting more rewards (Anter and Canter, 2001). Schedules of reinforcements occur when reinforcement is produced on an ongoing basis as cited by (Van, 2018). Positive reinforcement is the process of supplying a reward that the learner favours; all rewards can thus be seen as reinforcement. Negative reinforcement means taking away something that the learners like. The behaviourism theory assumes that behaviour is learnt and that reinforcements contributes towards achieving good behaviour when reinforcement procedures are used to shape a learner's behaviour in a desired direction regarding secondary schools and students' discipline. Educators reward desired behaviours with praise and enjoyable prizes; they punish undesirable behaviour by withholding all rewards. It is vital that educators who utilize behaviour modification theory of Skinner consider their own behaviour and how it may be used to reinforce good behaviour in the classroom environment either positively or negatively (Eickers, 2023) citing that there are always external factors from the environment that constantly impinge on the individual; these consciously or unconsciously influence his/her behaviour. This usually has immediate aversive consequences for controllers like immediately lash (punishment). Technically speaking, using aversive stimuli by negatively reinforcing the behaviour of the learner (avoid lashing), and the learner's behaviour (compliance) in turn positively reinforces the educator's use of the aversive technique (Donohue, 2018).

Skinner also introduced the concept of a discriminative stimulus. This is a stimulus that can serve as signal or cue in Operant conditioning. Rather than having to wait for the Operant response to be given on a random basis, the educator can cue the students to behave in a certain way if they want to receive reinforcement (Onyango et al., 2018). An example is when an educator tells the class that to get called on, they must wait until she requests that questions be asked before they raise their hands. This instruction serves as a discrimination stimulus. It should be noted that

behaviour is controlled by the consequence and not the signal. However, the signal helps to cue or guide the learner to choose the appropriate response upon which the reinforcement is dependent.

Reinforcers may be primary or secondary. Primary reinforcers include food and protection and learners do not necessarily have to like them. However, there are reinforcers that students have learnt to like and these are called secondary reinforcers like praise, money and the opportunity to play. There are also positive and negative reinforcers. Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally, there are social, token and activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people but these reinforcers provide less than crude summation which does less than justice to the complexities of students' indiscipline.

Another important behaviourist concept is called behaviour modification. In this case, target behaviour is selected and discriminative stimuli and differential reinforcement are used either to increase or decrease a particular behaviour. There are four steps that must be carried out, namely to identify a desired or target behaviour; to give clear signals of when to perform and when not to perform the target behaviour; to ignore disruptive or non-target behaviour; and to reinforce the target behaviour when it occurs. Certain techniques can be used to achieve the required modification and they include prompting, chaining and shaping. Prompting entails adding discriminative stimuli that are likely to signal the desired response rather than waiting for the required response to occur on a chance basis. For example, an educator may inform the class what behaviour to perform and when to perform it. It is mainly used in reading.

In school context, this is seen in strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehaviour as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behaviour. This is aggravated when their misbehaviour is positively rewarded through the attention that they receive from peers. It is true for instance, that there is a wide gulf between students' indiscipline and parents' involvement in school activities, even if the model's explanation on the origin of this gulf may be questionable.

In my own opinion, irrespective of the weaknesses that could be associated with behaviourism theory of Skinner, 1982. This study will employ this theory because it offers a better understanding of students' indiscipline behaviours like late coming to school, disrespect of authority and physical violence/ fighting and the effect of parents' involvement in school activities in the selected government aided secondary schools of katakwi district. However, the theory does not bring out what could be the cause of students' indiscipline in the area of study and the literature available is for other areas where the study took place not katakwi.

### **2.1.2 The Epstein framework model**

Epstein (2001), outlines that there are six important areas where parents' involvement is paramount: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This conceptual framework becomes relevant for one to understand how parental roles can affect students' behaviors at both levels home and school. In the context of Katakwi district, the focus of this study is particularly on the major parameters of parenting like (monitoring), communication (making a follow-up on students), *and* the support to learn (provision of scholastic materials to their children).

### **2.1.3 Conceptualizing Parents Involvement and Students' indiscipline**

Parents' involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (Hill & Tyson, 2009) while (Nakabugo et al., 2021), defined Students' indiscipline as behaviors that deviate from school rules and norms and includes absenteeism, disrespect to authority, fighting, and academic dishonesty. Research reveals that where parents' involvement is low, incidences of indiscipline are high (Nyeko, 2022). Conversely, schools that engage parents through structured frameworks of different school activities experience reduced behavioral issues among learners (UNESCO, 2020).

### **2.2.0 Empirical Review based on the study objectives**

This study therefore reviewed each objective to obtain the existing literature that is in line with the study objectives as follows:

### **2.2.1 Effects of Parents' monitoring and supervision of students' home work**

Parents' monitoring of students' discipline in this study includes being aware of their children's whereabouts after school, whom their friends are, and their daily routines (Stattin & Kerr, 2000). Supervision further involves guidance given to students at home during homework, regular discussions on academic progress, and consistent home discipline. These practices shape children's behaviors and reduce deviant tendencies (Kibet, 2023).

Parents' involvement in monitoring and supervision plays a crucial role in shaping students' discipline, particularly in government-aided secondary schools. Various studies highlight the impact of parents' involvement in school activities on students' behavior, academic achievement, and social adjustment. For instance, Steinberg (2020) argues that effective parental involvement includes monitoring children's activities both at and after school, providing scholastic materials such as books and uniforms, setting clear rules, and offering emotional support. These practices contribute to the development of disciplined students who are well-behaved and able to thrive both socially and academically.

Empirical studies further strengthen this position. Nsubuga and Musoke (2021), in their study in Eastern Uganda, revealed that students whose parents monitored their school activities recorded fewer cases of absenteeism, drug abuse, and physical violence. Similarly, Othieno and Orodho (2020) found that consistent parental oversight curbed behavioral issues in Kenyan secondary schools. Munyiri (2022) further notes that the correlation between parental monitoring and discipline is even stronger when combined with emotional support, suggesting that effective discipline requires both structural oversight and affective involvement.

Parenting styles also play a significant role in shaping student discipline. According to Baumrind (2017), the authoritative parenting style, characterized by warmth and firm control, fosters responsible behavior, while permissive and neglectful parenting styles often contribute to indiscipline such as late coming, drug abuse, and poor academic performance. Nyarko (2019), in a Ghanaian study, similarly found that students with strong parental guidance exhibited higher discipline levels compared to those with minimal parental involvement. In Uganda, Okumu et al. (2021) reported that parental supervision and monitoring reduced student engagement in deviant behaviours such as truancy and aggression. This emphasizes that parents' reinforcement of school rules at home strengthens discipline management.

Another important dimension is counselling. Mghendi and Makokha (2018) found that students who received regular parental counselling were better able to control themselves and solve problems compared to their counterparts. Mutweleli (2020), in Kenya, further demonstrated that parental counselling positively correlated with students' moral development and reduction in delinquent behaviours. These findings point to the importance of not only monitoring but also guiding and supporting students through counselling.

Despite these benefits, challenges persist in rural areas such as Katakwi District. Parents often struggle to provide effective monitoring due to poverty, illiteracy, and cultural barriers that hinder their involvement (Muwonge, 2019). Additionally, most parents in rural areas engage in subsistence farming and leave home early, returning late, which limits their ability to supervise students. Consequently, children are left unsupervised and exposed to negative peer influences that may result in indiscipline. The Ministry of Gender, Labour and Social Development (MOGLSD, 2023) also highlights low literacy levels among parents as a barrier to effective supervision. Arman (2024) emphasizes that a collaborative approach that brings together schools, families, and communities is an effective strategy for addressing disciplinary challenges in government-aided secondary schools.

From the reviewed literature, it is evident that parents' monitor and supervision influence student discipline across various contexts including the United States, Ghana, Kenya, and parts of Uganda. However, few studies have specifically focused on Katakwi District, where unique socio-economic and cultural factors may affect parental involvement. Moreover, some of the referenced studies were conducted over five years ago, yet student indiscipline remains a recurring challenge in schools. This calls for updated, context-specific research that examines the influence of parental monitoring and supervision on student discipline in government-aided secondary schools in Katakwi District.

Recent research further supports the importance of parental monitoring and involvement in students' academic and behavioural outcomes. Fan and Chen (2001) conducted a meta-analysis and found that parental involvement in homework and school activities is positively associated with students' self-regulation, academic achievement, and overall behavioural adjustment. Similarly, Hill and Tyson (2009) observed that consistent parental supervision, communication regarding school expectations, and engagement in educational activities significantly reduce behavioural problems while enhancing students' motivation and performance in middle school.

In addition, Castro et al. (2015) highlighted that family-school partnerships, particularly in low-resource settings, improve students' adherence to school rules, reduce truancy, and support positive social-emotional development. These studies collectively reinforce the argument that active parental involvement in both academic guidance and behavioural monitoring is critical for fostering discipline and academic success among students.

### **2.2.2 Effect of Parents' Follow-up of Students' Adherence to School Rules**

Students' indiscipline in secondary schools is significantly influenced by parents not being involved, particularly in monitoring students' adherence to school rules and regulations. Parents play a crucial role in reinforcing school discipline policies by ensuring their children comply with expected behavioural standards. This literature review examines existing studies on the relationship between parents' follow-up and students' indiscipline, with a focus on secondary schools and contextualizing these findings within government-aided secondary schools of Katakwi District.

Parents' follow-up refers to parents actively inquiring about their students' behavior and academic performance by checking report cards, attending school meetings, and discussing behavioural concerns with teachers (Mugisha, 2022). This practice promotes accountability and encourages students to comply with school rules and norms. Epstein (2018) asserts that close parental monitoring of students' activities, friendships, regular attendance at school programs, and homework completion reinforces school expectations at home and promotes discipline. Similarly, Steinberg (2020) and Ismail (2021) found that students whose parents consistently monitored their progress by visiting schools, attending class-level and disciplinary meetings, and communicating with teachers were more likely to exhibit positive behaviour and comply with school rules.

Empirical evidence supports the positive effects of parental follow-up. A survey by Muwonge et al. (2022) in Northern Uganda indicated that 78% of school administrators attributed reduced school unrest to improved parental engagement in enforcing school rules. In Nigeria, Eze (2020) reported that teachers observed more disciplined behavior in students whose parents actively followed up on their conduct. Similarly, Nyarko (2019) in Ghana found that students with high parental supervision were less likely to engage in physical violence, bullying, or substance abuse. In Uganda, Okumu et al. (2021) demonstrated that students whose parents actively engaged with teachers and followed up on school rules showed improved compliance and reduced indiscipline.

Parenting styles further influence student behaviour. Baumrind (2017) classified authoritative parenting as balancing firmness with support, leading to more disciplined children, whereas permissive or neglectful parenting styles often contribute to indiscipline. Mutweleli (2020) in Kenya found that students whose parents engaged in regular teacher-parent interactions were less likely to engage in misconduct. Similarly, Mghendi and Makokha (2018) observed that students with minimal parental involvement were more prone to violating school rules, resulting in frequent suspensions and expulsions.

Despite the clear benefits, several challenges hinder effective parental follow-up. In rural Uganda, cultural beliefs may discourage parents from questioning school authorities, while poverty and illiteracy limit participation in school activities, including discipline (Auma, 2023). In Katakwi District, headteachers report poor turnout at PTA meetings, class day meetings, and disciplinary committee meetings, even after students are suspended (Katakwi DEO Report, 2024). Some parents rely solely on teachers for disciplinary enforcement, assuming it is entirely the school's responsibility. Ochieng (2020) highlighted barriers such as long distances to schools and limited communication with teachers, which impede parental engagement. Additionally, inadequate policies in some government-aided schools make it difficult to involve parents in disciplinary matters.

To strengthen parental follow-up, various strategies have been recommended. Epstein (2018) suggested regular parent-teacher meetings, home-school communication strategies, and awareness programs to bridge the gap between home and school discipline policies. Okumu et al. (2021) emphasized the role of community-based sensitization programs to educate parents about their responsibilities in reinforcing school rules and preventing student indiscipline.

The literature indicates that parental follow-up significantly contributes to maintaining discipline among secondary school students. However, most studies were conducted outside Katakwi District, creating a gap in context-specific evidence. This study seeks to fill this gap by investigating the effect of parents' involvement in school activities on students' indiscipline in government-aided secondary schools in Katakwi District, with the aim of advising schools on strategies to engage parents effectively in enforcement of school rules, decision-making, and disciplinary resolutions.

Recent studies further highlight the critical role of parental follow-up in shaping students' adherence to school rules and overall behaviour. Castro et al. (2015) emphasized that active

parental engagement in school-related matters, including monitoring compliance with rules and maintaining regular communication with teachers, significantly reduces students' involvement in misconduct and promotes positive social-emotional development. Fan and Chen (2001) also observed that when parents consistently check their children's academic progress and participate in school meetings, students demonstrate higher levels of self-discipline and accountability. Hill and Tyson (2009) noted that parental involvement in enforcing behavioural expectations at home and in school is strongly associated with reduced delinquent behaviour, absenteeism, and engagement in risky activities. Furthermore, Jeynes (2012) found that family-school collaboration, particularly in monitoring adherence to school policies, leads to improved academic outcomes and fewer behavioural infractions among secondary school students. These studies collectively reinforce the importance of structured parental follow-up in maintaining school discipline and fostering responsible behaviour, especially in contexts similar to Katakwi District where socio-economic and cultural factors may limit parents' engagement.

### **2.2.3. Provision of scholastic materials and Attendance of PTA Meetings**

Parents' who are involved in providing scholastic materials to their students like textbooks, pens, uniforms, and notebooks that are essential for students' learning and lack of such important materials most often results into absenteeism, embarrassment, and eventual students' indiscipline (Ainembabazi & Kasaija, 2022). Similarly, (Wamala and Ssekamatte, 2021), showed that students who lack basic supplies often become disengaged, leading to disruptive behavior as a coping mechanism. In Katakwi and other similar districts, poverty or socio-economic constraints most families from adequately supporting their children's educational needs (Obore & Akampurira, 2023). However, UNESCO (2022), reports that more than 30% of students in Sub-Saharan Africa miss school or behave inappropriately due to lack of school supplies. The same report shows that parents' provision of materials is associated with increased self-esteem, improved academic performance, and reduced behavioural issues.

Parents' Attendance of Parents and Teachers (PTA) meetings serves as a vital connection between parents and schools, promoting a collaborative approach to students' discipline. According to (Epstein, 2018), explains that active parents' involvement in school affairs (school activities) to fosters better student behaviour, as parents help to check on students' indiscipline even at home where they come from (the community) and a study conducted by (Steinberg 2020),

also revealed that students whose parents frequently attended meetings organized by schools like disciplinary, class level meetings, career guidance exhibited lower rates of absenteeism, truancy, and behavioural misconduct. (Nyarko, 2019), in Ghana established that PTA meetings allow parents to understand school disciplinary policies and communicate their expectations to their children, thereby reducing cases of indiscipline. Similarly, (Okumu et al. 2021) in Uganda observed that schools with strong parents' engagement through attending PTA meetings, open day class meetings had very few scenarios of students' indiscipline and disrespect of authority at school.

Parents' attendance of PTA meetings helps strengthen discipline in schools by ensuring that parents are aware of their children's academic performance and behavioural progress. (Baumrind, 2017) classified parenting styles and found that authoritative parents, who actively participate in school activities, tend to raise more well-disciplined children. In a study conducted in Kenya, (Mutweleli, 2020) found out that schools with high parental involvement had very minimal disciplinary cases as compared to those where parents were disengaged. In this study, this kind of parents equally exists in katakwi secondary schools as well.

Additionally, (Mughendi & Makokha, 2018) argued that PTA meetings create an opportunity for parents and teachers to address behavioral concerns before they escalate or get out of hand. The study highlighted that student whose parents regularly attended PTA meetings demonstrated better self-regulation and adherence to school rules. According to MOES (2008) parents' roles and responsibilities include provision of physical and material support to their children such as exercise books, pens, pencils, mid-day meals, school uniforms, school bags, mathematical set among other requirements(Ssenkasi and Ssali, 2023)

Despite of the benefits, several challenges hinder parents' attendance of PTA meetings, particularly in selected government aided secondary schools in Katakwi District. (Muwonge 2019), this scholar cited that socio-economic constraints, long distances from these schools from their homes and limited awareness as major barriers to parental participation in PTA meetings. Similarly, Ochieng (2020), found that some parents perceived PTA meetings as unnecessary, relying entirely on teachers to handle disciplinary matters on behalf of the parents. According to Okumu et al. (2021), vividly shade light on monitoring and supervision in a way that, in some

government-aided schools, poor communication between schools and parents exists contributes to low attendance of PTA meetings in these secondary schools which reduces effectiveness of these engagements in improving the students' discipline.

In my own opinion is that, to increase on parents' participation in PTA and disciplinary committee meetings and improve students' discipline, various strategies have been proposed. Epstein, (2018), recommending flexible meeting schedules, improved school-parent communication, and sensitization programs to highlight the importance of PTA meetings in relation to the students' discipline. Similarly, Okumu et al. (2021), suggested that the school management can involve community outreach programs to engage parents who may not be able to manage to attend PTA, class or disciplinary committee meetings at school to discuss the discipline of their students.

In this study when parents get involved in school activities, students' discipline may change or may be realized changing in this schools of Katakwi. However, this study will try to bridge the gap that other scholars did not address in the area of students' indiscipline. This study will not water down the contributions of other previous scholars who provided literature about parents' involvement in others areas but there was scanty literature concerning parents' involvement in providing scholastic materials to their students studying in the secondary schools of Katakwi and the available literature is in other fields like academic performance, career selections. This strongly leaves a gap to be filled by this study in Katakwi.

Recent studies further highlight the importance of parental involvement in providing school materials and attending meetings. Fan and Chen (2001) argue that children whose parents support their learning resources show better academic outcomes and exhibit fewer behavioural problems. Jeynes (2012) found that schools with strong parental engagement in both academic and disciplinary matters experienced substantial reductions in absenteeism, delinquency, and disruptive behavior. Castro et al. (2015) emphasized that parental involvement in school decision-making and provision of resources promotes a sense of ownership and responsibility among students, ultimately reducing indiscipline. Hill and Tyson (2009) also note that active parent-school collaboration in both academic and behavioural oversight is associated with improved student self-regulation and adherence to school rules. These findings reinforce that effective parental provision of resources, coupled with engagement in school activities such as

PTA meetings, plays a critical role in shaping disciplined behaviour, especially in contexts with socio-economic and cultural constraints.

#### **2.2.4 Summary of Literature review**

The literature indicates that parents' attendance of PTA meetings positively influences students' discipline by fostering collaboration between parents, teachers and school administrators in enforcing school rules that translates into good discipline in the school. However, socioeconomic barriers, poor communication strategies, and limited awareness hinders parents' participation, necessitating strategies to increase parents' involvement in school activities like students' disciplinary meetings, provision of scholastic materials, monitoring their movements and friends of their students outside school. Addressing these challenges can contribute to better student discipline in government-aided secondary schools of Katakwi District. Though a number of studies were carried out on parents' involvement in relation to student academic performance, those addressing students' discipline are still limited; even those existing, were done in different geographical settings other than in government aided secondary schools of Katakwi district, at different times and using different methods.

Moreover, no study was conducted on the effect of parents' involvement in school activities on students' indiscipline in government aided secondary schools of Katakwi district as most studies dwelt on secondary schools in other locations creating a gap for the researcher to conduct this study in Katakwi district. Several other contributions are little more than potboilers delivered in hates (Wights and Broomfoot, 2014) and Ojangole et al., (2019). Therefore, this study will investigate the effect of parents' involvement in school activities on students' discipline in the secondary schools of Katakwi district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter of methodology was desired to arrive at outcomes that were non-biased. This chapter presented the methods that the researcher employed when conducting the study. They contained the following: the research design, study population, sample size, sampling techniques used, data collection methods and techniques which were used, validity and reliability of instruments used, procedure of data collection, data analysis and ethical considerations followed.

#### **3.1 Research Design**

This study adopted a descriptive research design using a cross-sectional approach to examine the effect of parents' involvement in school activities on students' indiscipline in selected government-aided secondary schools in Katakwi District. The cross-sectional design was considered appropriate because it allows for the collection of data at a single point in time from a representative sample of students, parents, and school administrators. This approach enabled the researcher to describe the existing patterns of parents' involvement in school activities and their relationship with students' discipline. Both quantitative and qualitative methods were utilized: quantitative methods to measure the extent and frequency of parental involvement and students' indiscipline, and qualitative methods to capture detailed perspectives from parents, teachers, and administrators regarding the challenges and strategies related to managing student behavior. By using a cross-sectional approach, the study provided a snapshot of the relationship between parents' involvement and students' discipline, reflecting the real-life context of Katakwi District secondary schools.

#### **3.2 Target Population**

The study population was 146 and the sample size was 115 that consisted of 10 government aided secondary schools and 5 (five) of the 10 schools, mixed day and boarding government aided secondary schools of Katakwi district were selected and involved in this study. It was based on parents' involvement in school activities on students' indiscipline in the following secondary schools; school A, school B, school C, school D and school E. The data was collected from the following respondents; deputy head teachers, class teachers, student leaders who

included the head prefects (head boy and head girl), class captains and PTA executive committee members to the students in those schools above.

**Deputy Head teachers'** in charge of discipline in the respective schools sampled. There were 05 deputy head teachers included in my survey study because they handle majorly discipline in these secondary schools and above all they are the chairpersons' disciplinary committees in these schools and directly interact with the students' parents in their sampled schools. Knowledgeable with the parents' involvement in school activities and the students' indiscipline therefore, providing first-hand information that may have not been captured by the questionnaire while using the interview guide to collect qualitative data that was thematically analyzed using direct quotations given in the process of interview.

**Class teachers** - There were 40 Class teachers in 10 government aided secondary schools. They were chosen to participate in this census study because these schools are mostly Ordinary Level schools and they were also directly involved in handling students' indiscipline at class levels in the selected government aided secondary schools of Katakwi and they have a required information on parents' involvement in school activities on students' indiscipline. There responses were very important as it helps to inform my research conducted.

**PTA executive committee members** - There were 20 parents in the PTA executive members to the students in the 5 sampled schools at least 4 parents of each executive committee were involved in the study to provide the information required of parents' involvement in school activities on students' indiscipline since they are their biological children or guardians to these students and they know their students well in terms of discipline.

**Students' leaders** - There were 50 student leaders sampled and participated in the census study and they included boys and girls for purposes of gender inclusiveness in the 5 government aided secondary schools of Katakwi district. The reason for using student leaders in my survey was that the study intended to assess the effect of parents' involvement in school activities on students' indiscipline in secondary schools of Katakwi district.

### **3.4 Sample size**

In this study, the sample size was comprised of:- 5 Deputy head teachers in charge administration/ chairpersons' disciplinary committees selected from 5 sampled government aided

secondary schools; 40 class teachers, taking 8 class teachers from the 5 secondary schools, 60 students' leaders at different levels of the school like class monitors ( boy and girl for gender inclusiveness),UNSA prefects and the head prefect, head girl or boy were selected from the 5 secondary schools, choosing 20 class prefects and 14 UNSA and head boys and girls from each secondary school sampled, 20 parents in the PTA executive committee members were selected from the 5 secondary schools, choosing 4 from each of the sampled schools. The total sample size of respondents was 115. The selection was as follows :( see attached Appendix II). The sample size from each category of respondents will be ascertained by survey and purposive sampling and as shown in the table 1 below:

**Table 1 Target population, Sample Size and Sampling Technique**

Category	Target population	Sample size	Sampling technique
Deputy Head teacher in charge discipline	10	5	Purposive sampling
Class teachers	46	40	Simple Random sampling
Parents in PTA executive	20	20	Simple Random sampling
Students' leaders	70	50	Simple Random sampling
<b>Total</b>	<b>146</b>	<b>115</b>	

*Source: Population adopted from Krejcie and Morgan (1970) for sample size selection*

### 3.4.0 Sampling Techniques

#### 3.4.1 Survey sampling technique

A Survey technique was used for automatically choosing the deputy head teachers for the 5 sampled secondary schools of Katakwi district. This was used since there is always a deputy head teacher in charge administration of students' indiscipline in each secondary school sampled.

### **3.4.2 Purposive sampling**

In this research report, the respondents were purposively sampled from the selected schools above because they were seen to be holding positions in these schools and they interact with the parents more. Purposive sampling technique was used to select Deputy Head teacher in charge discipline. These were purposively sampled because of their positions and the researcher was able to get in-depth information that helped to answer the research questions.

### **3.4.3 Simple Random sampling**

My research used simple random sampling technique to select participants from a target population of the selected government aided secondary. This was used to select class teachers, PTA executive members and student leaders and deputy head teachers from the sampled schools of Katakwi. The researcher first got the lists of class teachers, PTA executive members and student leaders and deputy head teachers from the head teachers' office of the sampled schools. Visited the sampled schools, gathered the class teachers and student leaders, then randomly selected them by tossing cards labeled "YES" for those to participate and "NO" not participating in the study while taking down the names of those who picked YES for follow-up to administer the tools. For the case of parents of these students, the school administration was requested to call them and the questionnaires were sent to them through these students and administered. The reason for using simple random sampling technique was that it gave all the respondents equal chances to participate in the study and prevents biasness of any kind.

## **3.5 Methods and Instruments**

### **3.5.1 Methods of data analysis**

The researcher used both Survey and Interviews were used as data collection methods for this research report.

### **3.5.2 Data collection instruments**

The study employed two main data collection instruments, namely questionnaires and interview guides. These tools were selected because they complemented each other in obtaining both quantitative and qualitative information on the effect of parents' involvement in school activities on students' indiscipline in secondary schools in Katakwi District.

### 3.6.1 Questionnaires

Questionnaires were the primary instrument used for collecting quantitative data. They were administered to deputy head teachers, class teachers, student leaders, and Parent-Teacher Association (PTA) executive committee members. The tool consisted of both open-ended and closed-ended questions designed to capture respondents' views on the influence of parental involvement in school activities on students' discipline. A total of 40 class teachers, 20 PTA executive members, 50 student leaders, and 5 deputy head teachers participated through this method. The choice of questionnaires was informed by Fisher (2004), who emphasizes that questionnaires are cost-effective, easy to administer, and efficient for collecting data from a large number of respondents while minimizing researcher bias. The questionnaire items included structured questions for ease of analysis and unstructured questions for detailed explanations. For the closed-ended items, a five-point Likert scale, developed by Rensis Likert (1932), was employed to measure the degree of agreement with statements. The scale ranged from Strongly Agree (SA = 5), Agree (A = 4), Unsure (U = 3), Disagree (D = 2), to Strongly Disagree (SD = 1). This approach enabled the quantification of perceptions, making it easier to analyze trends and patterns. Overall, questionnaires were appropriate for this study because they enabled respondents to give first-hand information objectively and independently, thereby increasing the reliability of the data collected.

**Table 2 Likert Scale, Coding, and Interpretation**

Scale	Coding	Mean	Interpretation
Strongly agree	5	4.20-5.00	Very high
Agree	4	3.40-4.19	High
Unsure	3	2.60-3.39	Moderate
Disagree	2	1.80-2.59	Low
Strongly disagree	1	1.00-1.79	Very low

*Source: 5 Likert scale of measurement by Rensis (1932).*

### **3.6.2 Interview guides.**

In addition to questionnaires, interview guides were employed to collect qualitative data relevant to the study. The interview guide comprised open-ended questions designed to elicit detailed responses on the effect of parents' involvement in school activities on students' indiscipline in secondary schools of Katakwi District.

The interviews were administered to deputy head teachers of the sampled schools, as they were considered key informants with deeper insights and administrative experience that could not be fully captured through questionnaires. The open-ended nature of the questions allowed participants to freely express their views, thereby providing richer and more contextualized information. According to Kothari (2004), interview guides are particularly useful because they provide the researcher with flexibility in probing for clarification and ensuring that all relevant questions are comprehensively addressed. The use of this tool further enabled the researcher to verify and complement data collected through the survey method. The purpose of using the interview guide was therefore to obtain in-depth and explanatory responses on how parental involvement influences students' discipline, thereby enhancing the validity and completeness of the study findings.

## **3.7 Data Quality Control**

### **3.7.1 Validity of Instrument**

The validity of the research instruments was ensured through a pilot study conducted before the main data collection exercise. The instruments (questionnaire and interview guide) were pre-tested on a sample of 10 respondents drawn from schools not included in the actual study to avoid contamination of results. The respondents consisted of 2 deputy head teachers, 3 class teachers, 2 PTA executive committee members, and 3 student leaders.

Feedback from the pilot study was used to refine the wording of items, remove ambiguous questions, and ensure that the tools adequately captured issues relating to parents' involvement in school activities and its effect on students' indiscipline.

Content validity was further established using the Content Validity Index (CVI) technique as recommended by Amin (2005). The instruments were submitted to three experts in the field of Educational Management for judgment of item relevance.

each item was rated as either relevant or not relevant, and the CVI was calculated using the formula:

$$CVI = \frac{K}{N}$$

Where CVI = content validity index

K= Number of suitable items

N= Total number of valid items in instruments

The calculated CVI for the questionnaire was **0.82**, while that for the interview guide was **0.79**. Both indices were higher than the recommended threshold of 0.70 (Amin, 2005), confirming that the instruments were valid for use in this study.

### **3.7.2 Reliability of Instrument**

The reliability of the instruments was established through the test–retest method. The questionnaire was administered twice to the same group of 10 respondents during the pilot study, with a two-week interval between the two administrations. The responses were coded and analysed using Cronbach’s Alpha coefficient to determine the internal consistency of the items.

The reliability coefficient for the questionnaire was found to be **0.86**, while that for the interview guide was **0.81**. According to Kothari (2004), a reliability coefficient of 0.70 and above is considered acceptable in social science research. These results therefore confirmed that the instruments were reliable and could generate consistent findings when used in the main study.

### **3.8 Procedure for data collection**

Uganda Martyrs University allowed (permitted) me to collect data by giving me an introductory letter. Thereafter, I sent the introductory letters to the sampled secondary schools requesting them to participate in the study. After being allowed by the school heads, I personally went with the questionnaires and interview guide to collect the raw data which was then compiled and coded before data analysis was done. During editing, points of views of the respondents that seemed unclear were returned to them for checking so as to make certain of the meaning of the seemingly ambiguous replies. Thereafter, a research report was written and submitted to the head of department for vibe later.

### **3.9 Data Processing and Analysis**

#### **3.9.1 Data analysis**

The Data collected using both the questionnaires and interview instruments was tabulated, proof read, edited and coded to eliminate the possible errors and omissions there in brought by the

respondents in the process of filling in and writing the information. Both quantitative and qualitative data analysis methods were used. Quantitative data that was collected was computed into frequencies and converted to percentages to help the researcher to assess the effect of parents' involvement in school activities on students' indiscipline in secondary schools of Pataki district. Qualitative data collected was also analyzed using the thematic content analysis approach to provide a detailed explanation of the findings of the study through direct quotations from the deputy head teachers of different secondary schools in Katakwi district.

### **3.9.2 Ethical considerations**

The researcher sought for the consent from the respondents involved in the research process before and they were not forced to participate in the study. The respondents were made aware of what the study was about, its purpose, usage of the data, and any other consequences that would arise from it. The participants were allowed enough time to ask questions and have any concerns addressed before the questionnaires were administered and were free to participate or not. The researcher assured the respondents that information offered by them was not to be passed on to another person as a third party without their consent. Their identity and responses were kept confidential and anonymized through the use of numbers or pseudonyms anonymity. The researcher ensured that all respondents were anonymous which implied that their identities were not known and salient in the study and by withholding the identity of respondents was a guarantee. The researcher's written work was an original piece without any borrowed and manipulated texts, results or even expressions. After the researcher subjected the written works to the turn it in software and it was 15% general similarity or less compliant to plagiarism.

### **3.9.4 Limitations of the study**

In this research therefore, the researcher had the following challenges; uncooperative respondents while completing the questionnaire guides provided to them to fill, decided to disappear with the research tool. The respondents were also biased when giving their responses somewhere not honest much as they were briefed on the importance of this study before administering the instruments.

The unfriendly weather conditions due the data collection time since it a rainy season. There was also high cost of printing the research tools, a several copies of the research dissertation for proof reading and moderation. There was limited time to work on the research and data collection since I was working and at the sometime studying.

### **3.9.5 Delimitation of the study**

The researcher made appoint with the respondents to fill the questionnaires and thereafter collected withdrew the filled copies away from them immediately.

The researcher read through the responses on the questionnaire and those that were abstract and not clear were sent back to the respondents to refill them after making appointment with the respondents. The researcher had to carry umbrellas and gumboots for moving in the rain and muddy roads in the area of study since the sampled schools were far from one another.

Thought for the assistant of printing from the close friends to print some copies of the research work and I got some soft loan from the money lenders for printing the work for research.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

The study was about the effect of parents' involvement in school activities on the students' indiscipline in the government aided secondary schools of Katakwi district. The study was guided by the following objectives; the effects of parents' involvement in monitoring and supervision on students' indiscipline, to assess the effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline, to establish the impact of parents' provision of scholastic materials on students' indiscipline in the selected government aided secondary schools in Katakwi district. This chapter therefore presents the following findings of the study and it is presented according to the objectives of the study.

#### 4.1. Background information.

**Table 4.1: Number of respondents by sex.**

Category	Male	%	Female	%	Total
Deputy Head-teachers	4	80%	1	20%	5
Class Teachers	21	52.5%	19	47.5%	40
PTA Executive Committee Members	11	55%	9	45%	20
Student Leaders	38	76%	12	24%	50
Total	74	64.3%	41	35.5%	115

*Source: Primary Field data 2025.*

From Table 4.1 above, there were (4) 80% of deputy head teachers were males involved in this study and (1) 20% were female deputy head teachers responded hence taking care of gender inclusiveness of my respondents despite of the fact that there were very few female deputy head teachers in these schools hence need to encourage well-disciplined females to be administrators in future.

The class teachers were (21) 52.5% as male and (19) 47.5% were female respondents involved in the study as they are more interacting with the students and solving most of the students' indiscipline at class level in these sampled schools of Katakwi district.

As (11) 55% males and (9) 45% female PTA executive committee members were purposively sampled to participate in the survey that was conducted. These members are part of the large parents' family that has students studying in these sampled schools and more so involved in handling their students' discipline in their homes and at school as executive.

The student leaders involved were (38) 76% males and (12) 24% were also female respondents in the study. The overall total number of males were 64.3% (74) and 35.5% (41) were also the females by sex. Therefore, the gender inclusiveness and gender-based indiscipline behaviors were taken care of like sexual harassment.

**Table 4.2 Number of respondents by age**

Category	15-30	%	31-45	%	46-60	%	61+	%
Deputy head teacher	0	0%	2	40%	3	60%	0	0%
Class teacher	16	40%	18	45%	6	15%	0	0%
PTA executive committee members	0	0%	8	40%	12	60%	0	0%
Student leaders.	50	100%	0	0%	0	0%	0	0%
Total	66	57.4%	28	24.3%	21	18.2%	0	0%

*Source: primary field data 2025.*

Table 4.2 above showed that (2) 40% of the respondents were between 31-45 years old and (3) 60% were in the age range of 46-60 working in these schools as deputy head teachers. The implication from the above findings was that most schools preferred the deputy head teachers' to be in the age range of 46-60 years old to handle different forms of students' indiscipline and parents as well. (8) 40% of the PTA executive committee members who responded were aged between 31-45 years old, while (12) 60% were above 46-60 years old. Implying that the PTA

executive committee members were in the right age brackets to handle the students' indiscipline cases and guide well on the way forward that benefits these schools.

In overall totals, (66) 57.4% of all the respondents in different categories sampled in the survey were aged between 15-30 years old, (28) 24.3% and (21) 18.2% were in the age brackets of 31-45 and 46-60 years old respectively.

**Table 4.3: Number of respondents by level of education.**

Category	Primary	%	Secondary	%	Tertiary and above	%	None	%
Deputy head teachers	0	0%	0	0%	5	100%	0	0%
Class teachers	0	0%	0	0%	40	100%	0	0%
PTA executive committee members	3	15%	2	10%	15	75%	0	0%
Student leaders.	0	0%	50	100%	0	0%	0	0%
Total	3	2.6%	52	45.2%	60	52.1%	0	0%

*Source: Primary field data 2025.*

From the table 4.3 above showed that the total findings of educational levels were as follows: (3) 2.6% of the respondents' level of education was primary, (52) 45.2% secondary level including the student leaders who were already studying in these schools and are leaders. The majority of the respondents had tertiary and above education levels representing 52.1%. Implying that they had bachelor's degrees and diplomas which included the teachers in different capacities and the PTA executive committee members as a requirement by ministry of education and sports in Uganda.

#### 4.2.1 The effects of parents' involvement in monitoring and supervision of students' indiscipline in government aided secondary schools in Katakwi

The results to the study sought to find out whether parents effectively dealt with students' discipline matters; class teachers, students' leaders, Parents teachers' association (PTA) executive members and deputy head teachers were asked to explain whether parents' monitor and supervise students' home work. The findings revealed that parents did not often monitor and supervise students' homework. The findings from the respondents surveyed were analyzed using the 5 Likert scale of strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.4 Showing parents Involved in monitoring and supervising and supervision of students' homework**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	14	35%	10	25%	2	5%	8	20%	6	15%	40	100%
Students' leaders	33	66%	8	16%	0	0%	5	10%	4	8%	50	100%
PTA Executive members	8	40%	6	30%	0	0%	3	15%	3	15%	20	100%
Deputy Head teachers	0	0%	3	60%	0	0%	1	20%	1	20%	05	100%

According to the table 4.4 above, (14)35% of Class teachers strongly disagreed that parents do not monitor and supervise their students' homework and (10)25% of the class teachers still disagreed that parents do not monitor their students' homework. While (02)5% of the class teachers were unsure whether parents supervise and monitor their students' homework. (08)20% and (06)15% respectively of the class teachers agreed and strongly agreed that parents monitor and supervise their students' home work after school time whenever given to do at home. Still according to the table above (33)66% of the students' leaders revealed that parents are not supervising and monitoring their homework due to the low levels of education, parenting styles and social economic status while (08)16% of the students' leaders confirmed that their parents do monitor and supervise their homework and (05)10% and (5)8% of the students' leaders surveyed agreed and strongly agreed respectively that their parents supervised and monitored their homework.

Above (08) 40% of the PTA executive committee members surveyed also affirmed that the parents' do not monitor and supervise the homework of their children and (03)15% of the PTA executive members accepted that parents monitor and supervise the work of their children at home. 03) 60% of the deputy head teachers involved in the surveyed showed that parents' who have children in their secondary schools do not monitor and supervise their children's homework as many of them have little time for their children and concentrate on their cattle businesses especially the male parents and leave to their spouses to manage their children's education, low levels of education/ ignorance and (01)(20%) agreed that the parents' monitor and supervise their students' homework after school by crosschecking their class work done and even monitor their friends and movements at home.

However a large number of the respondents showed that parents were not involved in their students' discipline. For example, 60% and 66% of the respondents respectively disagreed and this was in line with (Mghendi and Makokha 2018)who agrees that students whose parents have limited monitoring and supervisions, in most cases violate school rules and they end up being suspended or expelled out of school and on other hand, a small percentage of 20% of the respondents in this findings agreed with (Epstein, 2018) and (Esteinberg, 2020) also revealed that students' whose parents' indeed closely monitored and supervised homework after school tend to show good behaviors at school.

To establish the effect of parents' involvement on students' indiscipline in the selected government aided secondary schools in Katakwi. Parents come to school to interact with teachers on their students' adherence to school rules on school open days. These were the responses collected from the respondents and coded using the scale of strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.5. Parents come to school to interact with teachers on their students' adherence to school rules on school open days**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class teachers	11	27.5%	12	30%	6	15%	6	15%	5	12.5%	40	100%
Student leaders	14	28%	7	14%	0	0%	18	36%	11	22%	50	100%
PTA executive committee members	3	15%	2	10%	0	0%	8	40%	7	35%	20	100%
Deputy Head teachers	0	0%	3	60%	0	0%	0	0%	2	40%	05	100%

**Source: field data 2025**

According to the table above 27.5% of the class teachers shows that parents don't come to school to interact with teachers on their students' adherence to school rules on school open days. Similarly, also 30% of the class teachers also disagreed that parents don't come to school to interact with teachers on their students' adherence to school rules on school open days. Surprisingly 15% of the class teachers revealed in the survey findings that they unsure whether parents come to school to interact with teachers on their students' adherence to school rules on school open days or not. 15% and 12.5% of the class teachers agreed and strongly agreed that parents come to school to interact with teachers on their students' adherence to school rules on school open days and other days.

The table above 4.5 reveals that 28% of the student leaders strongly disagreed that parents come to school to interact with teachers on their students' adherence to school rules on school open days. In line with that 14% of the student leaders disagreed that their parents come to school to interact with teachers on their students' adherence to school rules on school open days. Contrary to that 36% and 22% respectively of the student leaders agreed and strongly agreed that parents come to school to interact with teachers on their students' adherence to school rules on school open days.

According to the table above, 15% and 10% respectively of the PTA executive members accepted that the parents don't come to school to interact with teachers on their students' adherence to school rules on school open days. On the other side 40% of the PTA executive committee members that they come to school to interact with teachers on their students' adherence to school rules on school open days. Similarly, 30% of the PTA executive committee members strongly agreed that they come to school to interact with teachers on their students' adherence to school rules on school open days.

The table above still shows that 60% of the deputy head teachers interviewed disagreed that parents do not come to school to interact with teachers on their students' adherence to school rules during school open days unless invited to come while 40% of the deputy head teachers interviewed strongly agreed that parents come to school to interact with teachers on their students' adherence to school rules on school open days.

From the table 4.5 above, the findings showed 60% of the respondents disagreed that parents were not visiting schools to interact with on their students' discipline. This was in line with the (muwonge 2018), he stated that there was need for the parents to be involved in students discipline but not leaving to the teachers alone at school.40% of the respondents showed that parents visit their schools and interact with the teachers. Scholars like (Ismail, 2021) and (Nyarko, 2018),cited that students' who are highly monitored and supervised by parents' exhibited a very lower tendency for indiscipline cases like fighting/physical violence, substance abuse and late-coming to school.

The researcher wanted to establish if parents in their schools come to advise students on behaviour improvement during career guidance and class meeting days. There responses were rated as follows: strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.6. Parents in my school come to advise students on behaviour improvement during career guidance days and class meeting days.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class teachers	15	37.5%	11	27%	4	10%	4	10%	6	15%	40	100%
Students' leaders	18	36%	14	28%	0	0%	10	20%	8	16%	50	100%
PTA executive members	4	20%	3	15%	0	0%	9	45%	4	20%	20	100%
Deputy Head teachers	4	80%	0	0%	0	0%	1	20%	0	0%	05	100%

*Source: field data 2025*

According to the analyses on table 4.6, the findings of my survey, (15) 37.5% and (11) 27% of the class teachers strongly disagreed/disagreed respectively that the parents' do not monitor and supervise the students' homework which is an indicator of parents' not being involved in students' discipline while (6) 15% of them strongly agree/agreed that their parents' are involved in monitoring and supervising the students' homework. (18) 36% of the students' leaders involved strongly disagreed/disagreed that parents' were not involved in monitoring and supervision of the students' indiscipline be it at home or at school could be due to single parenting styles, low levels of education, fear of children's rights while (10) 20% of these students' leaders surveyed strongly agreed/agreed that their parents' were involved in monitoring and supervision of the students' homework and other school activities as an indicator of being involved in students' indiscipline. The PTA executive committee members surveyed and their findings showed that (04) 20% strongly disagreed and (03) 15% disagreed that parents were not involved, (09) 45% showed being unsure of whether parents were involved or not and (04) 20% strongly agreed/agreed that the parents were doing their work of monitoring and supervising of the students' homework after school. (04) 80% of the deputy head teachers strongly disagreed/ disagreed that the parents

were not involved in monitoring and supervision of students' homework after schools and when they are at home. According to Odebode (2019), in this confirmed that Students' indiscipline has become uncontrollable and highly disrespectful to teachers, school administrators (head teachers) and parents and it implies that parents have left their role of instilling discipline in their students right from home but left it to the schools while (01) 20% of the deputy head teachers' strongly agreed/agreed in the sampled government aided schools in Katakwi showed that their students' parents supervise and monitor their students' homework. One of the deputy head teachers had this to say;

*My school has the parent with the student in senior two class and every time he comes to school on visitation day, class meeting day with the class teachers, career guidance week and above all in annual general meeting (AGM), he takes time to talk to his daughter and asks her to bring her note books and randomly samples to open them one by one and he even talks to matron about the students' discipline in the dormitory before leaving school.*

The findings also showed that a large percentage of parents' in Katakwi schools strongly have been involved in monitoring and supervision of their students' indiscipline at school and whenever invited to the school where their children study, they do not attend and another deputy head teachers had this to say about parents' involvement on their students' indiscipline;

*I have one parent in my school here, who has never comes to school to listen and settle his child's cases of indiscipline and whenever the disciplinary committee of the school invites him his excuse is that he is busy and not at home and he always says that his role is to pay fees and the school can handle that... (Disciplinary committee minutes held on 5th September, 2024)*

About 80% of the respondents surveyed by this study, their findings have strongly disagreed that parents do not visit their students' schools to guide during the career guidance and class day meetings therefore agreeing with the citation by (Mugisha et al., 2020), he cited that single-parent styles and socio-economic levels or low-income families, children who come from these homes most times they are not closely monitored and supervised resulting to violation of school rules and regulations. Similarly studies by (Garbacz et al., 2021) cited

that, In Uganda, a large percentage of parents take a lot of their time in subsistence farming activities in gardens, leaving their children unsupervised which correlates with increasing rate of late- coming, drug abuse, and physical violence within the students (Namubiru, 2020).on the other hand, the finding discussed in the table above revealed that 45% of the respondents agreed that parents’ visit the students in the school to give career guidance and class day meetings.this therefore this calls for the parents and head teachers to have a joint collaborative implementation of resolutions in the school. Similarly (Baumrind, 2017) cited that authoritative parenting styles foster responsible behaviour among students.

The researcher was establishing whether parents help to monitor and supervise the time of arrival and returning back of students without escaping from school before time. Implying that the parents were involved in the school activities regarding the discipline of the students. These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5)

**Table 4.7. Parents help to monitor and supervise the time of arrival and returning back of students without escaping from school before time.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class teachers	15	37.5%	10	25%	3	7.5%	6	15%	6	15%	40	100%
Students’ leaders	20	40%	14	28%	2	4%	9	18%	5	10%	50	100%
PTA executive members	12	60%	4	20%	0	0%	3	15%	1	5%	20	100%
Deputy Head teachers	2	40%	2	40%	0	%	0	0%	1	20%	05	100%

**Source: field data 2025**

According to the findings from the table 4.7 above, (15) 37.5% of the class teachers strongly disagreed/disagreed that a large number of the parents in their secondary schools do not supervise and monitor the time of arrival to school and returning back from school. (06) 15% of these class teachers strongly agreed/ agreed that parents supervise and monitor the students’ arrival to school and the time of returning back to home and they confirmed that

some of these parents' even travel up to school to inquire more about their students' returning later or they call the deputy head teacher in-charge administration to inquire whether the students have busy programs at school. (20) 40 of the student leaders strongly disagreed/disagreed that the parents were not involved in supervising and monitoring of their students' time of arrival to school and returning back, (09) 18% showed strongly agreed that the parents supervise and monitor their students' arrival to school.

The findings further showed that (12) 60% of the PTA executive committee members strongly disagreed that the parents were not involving themselves in supervising and monitoring of their students' arrival time to school and the time of going back home due to ignorance, single parenting styles, busy schedules at their places of work and economic status while (3)15% strongly agreed that the parents do their role of monitoring and supervising students' discipline at all levels. (02) (40%) of the deputy head teachers strongly disagreed and 40%equally disagreed that parents were not supervising and monitoring their students' arrival time to school and return back home. (01) (20%) of the deputy head teachers' surveyed showed strongly agreed that their parents in their schools visit the school to monitor their students' time of arrival and departure back home. The researcher was interested in establishing whether parents monitor and supervise students' indiscipline.

This implied that a small percentage of 20% of the respondents surveyed in this study agreed that the parents supervised and monitored the arrival time and returning time of their children back home and this was in agreement with (Okumu et al.,2021) cited that when parents monitor and supervise school activities reduces students' engagement on defiant behaviours whereas, 60% and 40% of the PTA executive members and deputy headteachers respectively showed a high percentage of disagreement with statement of parents supervising and monitoring students' arrival and returning back time from school. However, A study by (Nsubuga and Musoke, 2021) conducted in Eastern Uganda is in line with this study that most students whose parents monitored their school activities had fewer cases of late- coming to school, drug abuse, and school fights/ physical violence.

According to the objective one above, tries to investigate whether parents don't monitor and supervise students indiscipline and the findings were rated as follows; strongly disagree (1),

disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.8. Parents don't even monitor and supervise students' indiscipline.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class teachers	11	27.5	8	20%	3	7.5%	11	27.5%	7	17.5%	40	100%
Student leaders	26	52%	5	10%	1	2%	7	14%	11	22%	50	100%
PTA executive committee member	9	45%	4	20%	0	0%	5	25%	2	10%	20	100%
Deputy Head teachers	1	20%	2	40%	0	0%	2	40%	0	0%	05	100%

*Source: field data 2025*

The findings from my research showed that (11) (27.5%) of the class teachers strongly disagreed parents don't even monitor and supervise students' indiscipline. (11) (27.5%) strongly agreed that parents were involved in the students' indiscipline in the secondary schools of Katakwi to a small degree and (03) (7.5%) of the class teachers in the secondary schools sampled were unsure and not certain of parents' involvement on their students' discipline since the turn up in meetings called was always low.

Another category of the respondents involved in the survey were the students' leaders at school level, the findings showed that (26) (52%) strongly disagreed that parents were not involved in their students 'indiscipline for the case of secondary schools in Katakwi. (11) (22%) agreed and (7) 17.5% strongly agreed in the findings of my research that parents had some involvement on their students' indiscipline whenever invited and called to attend a disciplinary committee hearing with the student.

The PTA executive committee members responded by strongly disagreeing (09) (45%) that parents were not involved and their students' discipline was left to the teachers and school management to handle but a small number of the PTA executive committee members (05) (25%) had strongly agree confirming that parents are involved in the students' indiscipline in

the secondary schools of Katakwi as seen from their responses to the questionnaires.

The deputy head teacher's findings were as follows; (01) (20%) strongly disagreed and (02) (40%) agreed that the parents in their secondary schools were not involved on their students' indiscipline at school as evidenced by the findings from table 5 above. (02) (40%) of the deputy head teachers were strongly agreeing that the parents sometimes get involved in students' indiscipline in their schools.

One of the deputy head teachers' had this to say;

*Last term one, early this second term, a group of four students, 02 from senior six and 02 from senior two were got with the stolen metal bars for the ring beam at the nearby centre looking for the market of these bars. The school was going to use for tying the ring beam of the kitchen building but these students stole them from the site.*

A large percentage of the respondents revealed in their tallies were 52% responded that parents don't even monitor and supervise students' indiscipline at school while 40% of the deputy head teachers sampled in this study revealed strongly agreeing with the statement in the above. This variation in the percentage of parents' not monitoring and supervising their students' discipline agrees with (Odongo, 2023), citing that there was a significant negative correlation between parents' supervision and students' behavioural misconduct. Students whose parents checked regularly their homework, interacted with teachers, and visited school regularly portrayed better and consistent discipline at school at all times.

#### **4.3. To assess the effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government aided Secondary schools in Katakwi district.**

The study sought to find out whether parents effectively dealt with students' discipline; class teachers, student leaders, PTA executive members and deputy head teachers were asked to explain whether invitation letters for meetings were sent to parents. These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree(5)

**Table 4.9. Showing if invitation letters for meetings were sent to parents.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	13	32.5%	13	32.5%	1	2.5%	7	17.5%	6	15%	40	100%
Student leaders	11	22%	5	10%	0	0%	33	66%	1	2%	50	100%
PTA executive committee members	4	20%	3	15%	5	25%	5	25%	3	15%	20	100%
Deputy Head teachers	0	0%	0	0%	1	20%	1	20%	3	60%	05	100%

**Source: field data 2025**

According to the table 4.9 above 13(32.5%) shows the findings from the class teachers surveyed, they strongly disagreed that invitation letters for meetings were not sent to parents and similarly, 32.5% of the class teachers disagreed that invitation letters for meetings were not always sent to parents. Surprisingly 2.5% of the class teachers were not sure whether invitation letters for class meetings, annual general meetings, disciplinary committee meetings among others were sent to parents or not. 17% and 15% of the class teacher's responses agreed and strongly agreed that invitation letters for several school activities like class meetings, careers day, guidance and counselling were sent to parents through their students. Implying that they only failed to come to school.

The table above still revealed that 22% of the student leaders' responses strongly disagreed that their parents do not receive invitation letters for meetings were not sent to parents. In line with that 10% of the students disagreed that invitation letters for meetings were not sent to parents. Contrary, to that (33) 66% and (01) 2% respectively of the student leaders sampled in the selected schools of katakwi agreed and strongly agreed that invitation letters for meetings were sent to parents but do not only respond to it. This implied that, they parents' were not only playing their roles as expected to participate in the school activities that in most cases influences students' indiscipline in secondary schools of katakwi district.

According to the findings from the above table, 20% and 15% respectively of the PTA executive committee members accepted that some schools were not inviting their parents for meetings but only send circulars to them. 25% of the parents' representatives in the PTA, could not tell whether invitation letters for meetings were sent to parents or not. 25% and 15% of the PTA executive committee members accepted that invitation letters for meetings were sent to parents still a large percentage does not come for meetings but delegate to their siblings to attend. This is in line with other scholars like (Mwiti, 2020), cited that parents have not taken initiative of attending school class and disciplinary meetings whenever invited and monitoring their students' adherence to school rules and regulations.

20% of the deputy head teachers interviewed didn't know whether invitation letters for meetings were sent to parents or not and this was evidenced by the poor turn up in the school programs organized for the parents like disciplinary committee meeting, class level discussions about the discipline of the students in the selected schools. While 20% of the deputy head teachers interviewed agreed that invitation letters in their schools for the meetings were always sent to parents and 60% of them strongly agreed that their schools send invitation letters for meetings to the parents through their students and those with phone numbers are sent short message service (SMS's) inviting them to attend the school meetings and programs.

One of the deputy head teachers' interviewed had this to say;

*I have a group of the parents in this school who have love for this school. When invited for the school meetings they mobilize the rest of the parents to attend and discuss on several school activities including the discipline of students at school.*

Still in the same objective, the researcher wanted to establish if Parents in school sign attendance lists during students' disciplinary meetings. These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.10. Showing Parents sign attendance lists during students’ disciplinary meetings in schools.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	14	35%	10	25%	2	5%	8	20%	6	15%	40	100%
Student leaders	5	10%	9	18%	10	20%	19	38%	7	14%	50	100%
PTA Executive Committee members	0	0%	1	5%	5	25%	12	60%	2	10%	20	100%
Deputy Head teachers	0	0%	0	0%	0	0%	3	60%	2	40%	05	100%

*Source: field data 2025*

According to the table above (14) 35% of the class teachers shows that parents in my school do not sign attendance lists during students’ disciplinary meetings. Similarly, also (10) 25% of the class teachers also disagreed that Parents in my school hardly signed attendance lists during students’ disciplinary meetings. Surprisingly (2) 2% of the teachers interviewed were not sure whether Parents in my school sign attendance lists during students’ disciplinary meetings or not. (8) 20% and (6) 15% of the class teachers interviewed agreed and strongly agreed that Parents in my school sign attendance lists during students’ disciplinary meetings, annual general meetings (AGM’s) or class meetings held as a sign of participation.

The table above reveals that (5) 10% of the student leaders interviewed strongly disagreed that Parents in my school sign attendance lists during students’ disciplinary meetings. In line with that (9) 18% of the student leaders sampled disagreed that Parents in my school do not sign attendance lists during students’ disciplinary meetings. Though (10) 20% of student leaders findings showed that they were unsure whether Parents in their schools sign attendance lists during students’ disciplinary meetings or not. Contrary, to that (19) 38% and (7) 14% respectively of the student leaders agreed and strongly agreed respectively that Parents in their schools sign attendance lists during students’ disciplinary meetings.

According to the table above, very few parents (1) 5% of those sampled showed said that Parents in their schools do not sign attendance lists during students' disciplinary meetings while (5) 25% of the PTA executive committee members did not know whether Parents in their schools sign attendance lists during students' disciplinary meetings or not. (12) 60% and (2) 10% of the PTA executive committee members affirmed that Parents in their schools sign attendance lists during students' disciplinary meetings and other meetings held.

The table above still showed that all the deputy head teachers covered by the survey and interviewed (3) 60% and (2) 40% respectively strongly agreed and agreed that Parents in their schools sign attendance lists during students' disciplinary meetings and other meetings organized by the schools.

These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.11. Showing Parents during meetings at my school pass discussed resolutions which are in line with school rules**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	2	5%	0	0%	0	0%	20	50%	18	45%	40	100%
Student leaders	1	2%	1	2%	2	4%	32	64%	14	28%	50	100%
PTA executive committee members	0	0%	2	10%	0	0%	14	70%	4	20%	20	100%
Deputy Head teachers	0	0%	0	0%	0	0%	3	60%	2	40%	05	100%

*Source: field data 2025*

According to the table above (2) 5% of the class teachers strongly disagreed that Parents during meetings at their schools pass discussed resolutions which are not in line with school rules. While the majority of class teachers (20) 50% and (18) 45% respectively agreed and strongly agreed that Parents during meetings at their schools pass discussed resolutions

which are in line with school rules. Implying that students' discipline is taken care of.

The table above also revealed that (1) 2% of the student leaders strongly disagreed that Parents during meetings at their schools pass discussed resolutions which are in line with school rules. Also (1) 2% of student leaders denied that Parents during meetings at my school pass discussed resolutions which are in line with school rules. (2) 4% were unsure whether Parents during meetings at my school pass discussed resolutions which are in line with school rules or not. But the majority of student leaders (32) 64% and (14) 28% respectively agreed and strongly agreed that Parents during meetings at their schools discussed and pass resolutions which are in line with school rules aimed at improving on students' discipline.

The table above still revealed that (2) 10% of PTA executive members that Parents during meetings at their schools pass discussed resolutions which are not in line with school rules but overwhelmingly, (14) 70% of PTA executive members agreed that Parents during meetings at their schools pass discussed resolutions which are in line with school rules. And also (4) 20% of PTA executive members strongly agreed that Parents during meetings at their schools, they pass discussed resolutions which are connected to with school rules.

All the deputy head teachers interviewed (3) 60% and (2) 40% unanimously agreed that Parents during meetings at my school pass discussed resolutions which are in line with school rules. This implies that, the parents' are involved in school activities to make sure that the students' discipline is stepped up in these schools.

**Table 4.12. Showing that there is a joint implementation of resolutions by both parents and school management to counteract students' indiscipline**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	12	30%	9	22.5%	4	10%	8	20%	7	17.5%	40	100%
Student leaders	4	8%	7	14%	9	18%	22	44%	8	16%	50	100%
PTA executive committee members	2	10%	1	5%	3	15%	8	40%	6	30%	20	100%
Deputy Head teachers	0	0%	0	0%	1	20%	2	40%	2	40%	05	100%

*Source: field data 2025*

According to the table 4.12 above (12) 30% of the class teachers strongly disagreed that there is no joint implementation of resolutions by both parents and school management to counter students' indiscipline. (9) 22.5% also disagreed that there is no joint implementation of resolutions by both parents and school management to counter students' indiscipline. The school tries to implement, some parents were not playing their responsibility fully. However, (4) 10% of the class teachers sampled didn't know whether there is a joint implementation of resolutions by both parents and school management to counter students' indiscipline or not. (8) 20% and (7) 17.5 respectively agreed and strongly agreed that there is a joint implementation of resolutions by both parents and school management to counter students' indiscipline through timely arriving at school and leaving at the end of the day at school, providing scholastic materials like books, uniforms, reminding them to do their homework assignments given from school among others.

The table above also revealed that (4) 8% and (7) 14% of the students leaders disagreed and strongly disagreed that there was no joint implementation of resolutions by both parents and school management to counter students' indiscipline. (9) 18% were unsure whether There is joint implementation of resolutions by both parents and school management to counter students' indiscipline or not. But a large percentage of the student leaders of (22) 44% and

(8) 16% respectively agreed and strongly agreed that there is a joint implementation of resolutions by both parents and school management to counter students' indiscipline.

The table 4.12 above, revealed the following findings (2) 10% and (1) 5% respectively of PTA executive members sampled mentioned that there is no joint implementation of resolutions by both parents and school management to counter students' indiscipline. (3) 15% of PTA executive members were not sure whether there is joint implementation of resolutions by both parents and school management to counter students' indiscipline or not. However, (8) 40% and (6) 30% respectively of PTA executive committee members strongly agreed and agreed that there is a joint implementation of resolutions by both parents and school management to counter students' indiscipline.

But (1) 20% of the deputy head teachers surveyed were unsure whether there is a joint implementation of resolutions by both parents and school management to counter students' indiscipline or not. Yet (2) 40% and (2) 40% unanimously strongly agreed and agreed that there is joint implementation of resolutions by both parents and school management to counter students' indiscipline.

**Table 4.13. showed that parents in my school, are free to visit the school and interact with the teachers about the discipline of their students**

These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	0	0%	0	0%	0	0%	25	62.5%	15	37.5%	40	100%
Student leaders	0	0%	1	2%	0	0%	38	76%	11	22%	50	100%
PTA executive committee members	1	5%	1	5%	0	0%	8	40%	10	50%	20	100%
Deputy Head teachers	0	0%	0	0%	0	0%	2	40%	3	60%	05	100%

*Source: field data 2025*

According to the table above (25) 62.5% and (15) 37.5% of the class teachers respectively agreed and strongly agreed that Parents in their schools, were free to visit the school and interact with the teachers about the discipline of their students.

The table above revealed that (1) 2% of the student leaders disagreed that Parents in their schools, are not free to visit the school and interact with the teachers about the discipline of their students. While the majority (38) 76% and (11) 22% of the students leaders accepted that Parents in their schools were free to visit the school and interact with the teachers about the discipline of their students.

The table above still showed that (1) 5% and (1) 5% respectively of PTA executive members surveyed mentioned that Parents in their schools, were not free to visit the school and interact with the teachers about the discipline of their students. On the other hand (8) 40% and (10) 50% respectively constituted a large percentage of PTA executive members who were sampled and agreed and strongly agreed that parents in their schools were free to visit the school and interact with the teachers about the discipline of their students. Similarly, (2) 40% and (3) 60% of the deputy head teachers interviewed unanimously agreed and strongly agreed that parents in their schools were free to visit the school and interact with the teachers about the discipline of their students. According to Stattin & Kerr, (2000), cited that parents' monitoring of students discipline in this study meant that, being aware of their children's whereabouts after school, who their friends are and above all what are their daily routines and behaviours. Implying that the parents' were fully involved in their school activities and monitoring their students' discipline.

**Table 4.14. Showing Adherence to deadlines of doing and handing in assignments and project work by students.**

These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	2	5%	4	10%	0	0%	26	65%	8	20%	40	100%
Student leaders	1	2%	2	4%	0	0%	37	74%	10	20%	50	100%
PTA executive committee members	0	0%	1	5%	11	55%	7	35%	1	5%	20	100%
Deputy Head teachers	0	0%	0	0%	1	20%	4	80%	0	0%	05	100%

*Source: field data 2025*

According to the table above (2) 5% and (4) 10% of the class teachers strongly disagreed and disagreed respectively that there was no Adherence to deadlines of doing and handing in assignments and project work by students. (26) 65% and (8) 20% respectively of the class teachers agreed and strongly agreed that there is adherence to deadlines of doing and handing of assignments and project work by students.

The table above also revealed that (1) 2% and (2) 4% respectively of the student leaders strongly agreed and agreed that There is no adherence to deadlines of doing and handing in assignments and project work by students. But the majority of the students' leaders showed that (37) 74% and (10) 20% respectively agreed and strongly agreed that there is adherence to deadlines of doing and handing in assignments and project work by students since parents and teachers were involved.

The table above still revealed that (1) 5% of PTA executive members strongly disagreed and disagreed that there is no adherence to deadlines of doing and handing in assignments and project work by students. While (11) 55% of PTA executive members who answered the

questionnaire were not sure whether there is adherence to deadlines of doing and handing in assignments and project work by students or not. On the other hand, (7) 35% and (1) 5% of the PTA executive members strongly agreed and agreed respectively that there is adherence to deadlines of doing and handing in assignments and project work by students.

Only (1) 20% of the deputy head teachers interviewed was unsure whether adherence to deadlines of doing and handing in assignments and project work by students or not. All the (4) 80% out of 5 total number, unanimously agreed that there is adherence to deadlines of doing and handing in assignments and project work by students.

**Table 4.15 showing if Students are loyal to those in authority and community members.**

These were the findings rated as follows; strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	2	5%	4	10%	3	7.5%	23	57.5%	8	20%	40	100%
Student leaders	4	8%	7	14%	5	10%	31	62%	3	6%	50	100%
PTA executive committee members	0	0%	2	10%	4	20%	9	45%	5	25%	20	100%
Deputy Head teachers	0	0%	1	20%	0	0%	3	60%	1	20%	05	100%

**Source: field data 2025**

According to the table above (2) 5% of the class teachers strongly disagreed that Students were not loyal to those in authority and community members. Also (4) 10% of the class teachers disagreed showing that Students were not loyal to those in authority and community members. Surprisingly (3) 7.5% of the class teachers surveyed were unsure whether students are loyal to those in authority and community members or not. (23) 57.5% and (8) 20% of the class teachers interviewed respectively agreed and strongly agreed that students are loyal to those in authority and community members. Implying that the community members

appreciate the students' discipline at large.

The table above reveals that (4) 8% of the student leaders strongly disagreed that students are not loyal to those in authority and community members. In line with that (7) 14% also of the student leaders the survey covered disagreed that students are loyal to those in authority and community members. Though (5) 10% of student leaders were unsure whether students were loyal to those in authority and community members or not. Contrary, to that (31) 62% and (3) 6% respectively of the student leaders agreed and strongly agreed that Students are loyal to those in authority and community members. Therefore, giving a picture that parents were involved in their students' indiscipline except some few who were not bothered of their students' discipline at school and would rarely get involved in their discipline.

Similarly, very few PTA executive committee members (2) 10% of them strongly disagreed that students are not loyal to those in authority and community members. For example, students have been striking, disrespecting Askari's at the gate and stealing school properties like textbooks, computer accessories while (4) 20% of the PTA executive committee members did not know whether students are loyal to those in authority and community members or not. (9) 45% and (5) 25% of the PTA executive committee members agreed/affirmed that students are loyal to those in authority and community member since they were not informed by the school management and the community members out were not complaining. The deputy head teachers interviewed (1) 20% disagreed that students are not loyal to those in authority and community members. (3) 60% and (1) 20% respectively agreed and strongly agreed that students are loyal to those in authority and community members.

**Table 4.16. Showing if Students are obedient and respectful.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	3	7.5%	8	20%	0	0%	16	40%	13	32.5%	40	100%
Student leaders	5	10%	3	6%	1	2%	19	38%	22	44%	50	100%
PTA executive committee members	1	5%	0	0%	6	30%	9	45%	4	20%	20	100%
Deputy Head teachers	0	0%	1	20%	0	0%	3	60%	1	20%	05	100%

*Source: field data 2025*

According to the table above (3) 7.5% of the class teachers strongly disagreed that students were not obedient and respectful. Also (8) 20% of the class teachers disagreed that students were not obedient and respectful. But the majority (16) 40% and (13) 32.5% of the class teachers respectively agreed and strongly agreed that students are obedient and respectful.

The table above reveals that (5) 10% of the student leaders interviewed strongly disagreed that Students are not obedient and respectful. In line with that (3) 6% also of the student leaders disagreed that students were not obedient and respectful. Though (1) 2% of student leaders were not sure whether students were obedient and respectful or not. Contrary, to the above, (19) 38% and (22) 44% respectively of the student leaders agreed and strongly agreed that Students are obedient and respectful to all the school authority and the community members.

According to the table above, very few PTA executive committee members strongly disagreed (1) 5% that Students were not obedient and respectful. While (6) 30% of the PTA executive committee members did not know whether Students were obedient and respectful or not. (9) 45% and (4) 20% of the PTA executive committee members strongly agreed or affirmed that students were obedient and respectful. The table above still shows that the

deputy head teachers interviewed (1) 20% strongly disagreed that students were not obedient and respectful. (3) 60% and (1) 20% respectively agreed and strongly agreed that Students in their schools disclosed that they were obedient and respectful. This was because the school rules and regulations were well followed and if one is got against any rule the punishment was clear and severe. The parent was immediately communicated too to report to school.

**Table 4.17. Whether Students exhibit respect among themselves and others**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	2	5%	5	12.5%	2	5%	28	70%	3	7.5	40	100%
Student leaders	5	10%	2	4%	0	0%	32	64%	11	22%	50	100%
PTA executive committee members	1	5%	0	0%	6	30%	9	45%	4	20%	20	100%
Deputy Head teachers	01	20%	2	40%	0	0%	1	20%	1	20%	05	100%

*Source: field data 2025*

According to the table above (2) 5% of the class teachers responded that students do not exhibit respect among themselves and others strongly disagreed evidenced by different cases of indiscipline at class level like fighting, theft of fellow student properties, pens, unused exercise books among others. Also (5) 12% of the class teachers disagreed that Students do not exhibit respect among themselves and others. Yet (2) 5% do not know whether Students exhibit respect among themselves and others or not. But the majority (28) 70% and (3) 7.5% of the class teachers respectively agreed and strongly agreed that students exhibit respect among themselves and others with the help of student leaders in the school.

The table revealed the findings that (5) 10% of the student leaders strongly disagreed that students exhibit respect among themselves and others. In line with that (2) 4% also of the student leaders disagreed that students do not exhibit respect among themselves and others.

Contrary, to that (32) 64% and (11) 22% respectively of the student leaders responded in agreement and strongly agreed that students exhibit respect among themselves and others.

According to the number of PTA executive committee members responded strongly disagreed were (1) 5% that Students are obedient and respectful. While (6) 30% of the PTA executive committee members did not know whether Students are obedient and respectful or not. (9) 45% and (4) 20% of the PTA executive committee members strongly agreed/ agreed or affirmed that students are obedient and respectful. The table above still shows that all the deputy head teachers interviewed (1) 20% and (2) 40% strongly disagreed and disagreed respectively that large percentage of Students in the secondary schools of Katakwi exhibit no respect among themselves and others. (1) 20% and (1) 20% strongly agreed/agreed that students exhibit respect among themselves and others. One of the deputies head teachers interviewed had this to say;

*Recently first term of 2025, during secondary school football competitions held at the district playground. A team of 4 boys attacked the students of a neighbouring school and beat one of them badly because they did not support them. (Interviewee report).*

Do Students get involved in leadership and decision making at different levels of leadership guided by their parents. The findings were according to the Likert scale of strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.18. Do Students get involved in leadership and decision making at different levels of leadership guided by their parents**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	1	2.5%	0	0%	2	5%	26	40%	11	27.5%	40	100%
Student leaders	0	0%	1	2%	2	4%	34	68%	13	26%	50	100%
PTA executive committee members	0	0%	2	10%	0	0%	16	80%	2	10%	20	100%
Deputy Head	0	0%	1	20%	0	0%	3	60%	1	20%	05	100%

teachers													
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**Source: field data 2025**

According to the table above (1) 2.5% of the class teachers strongly disagreed that students do not get involved in leadership and decision making at different levels of leadership guided by their parents. But (2) 5% of the class teachers interviewed do not know whether students get involved in leadership and decision making at different levels of leadership guided by their parents. Or not. But the majority (26) 40% and (11) 27.5% of the teachers respectively agreed and strongly agreed that students get involved in leadership and decision making at different levels of leadership guided by their parents.

The table above reveals that (1) 2% of the student leaders disagreed that the students do not get involved in leadership and decision making at different levels of leadership guided by their parents.

In line with that (2) 4% also of the student leaders were unsure whether students get involved in leadership and decision making at different levels of leadership guided by their parents or not Contrary, to that (34) 68% and (13) 26% respectively of the student leaders agreed and strongly agreed that Students get involved in leadership and decision making at different levels of leadership guided by their parents.

According to the table above, very few parents (2) 10% of PTA executive members disagreed that Students do not get involved in leadership and decision making at different levels of leadership guided by their parents. while (16) 80% of the PTA executive members agreed that students get involved in leadership and decision making at different levels of leadership guided by their parents. This was also supported by (2) 10% strongly agreed that Students get involved in leadership and decision making at different levels of leadership guided by their parents.

The table above still shows that all the deputy head teachers interviewed except (1) 20% disagreed that students do not get involved in leadership and decision making at different levels of leadership guided by their parents. Yet (3) 60% agreed that students get involved in leadership and decision making at different levels of leadership guided by their parents. Supported by (1) 20% of deputy head teachers interviewed strongly agreed that students get

involved in leadership and decision making at different levels of leadership guided by their parents. This therefore implied that the parents were involved in the school activities that help to shape students 'discipline in secondary schools of katakwi district.

The past literature reviewed shows that schools which engaged there parents through structured frameworks of different school activities experienced reduced behavioural issues among learners (UNESCO, 2020).

**4.4 To establish the impact of parents’ provision of scholastic materials on students’ indiscipline in the selected government aided secondary schools in Katakwi District.**

The table below shows the findings of the above objective. The following findings from the sampled population included in the research and rated as follows using the scale of strongly disagree (1), disagree (2), unsure (3), strongly agree (4) and agree (5).

**Table 4.19. Showing if in my school, parents buy textbooks for their students.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	32	80%	5	12.5%	1	2.5%	2	5%	0	0%	40	100%
Student leaders	25	50%	14	28%	2	4%	6	12%	3	6%	50	100%
PTA executive committee members	5	25%	12	60%	0	0%	1	5%	2	10%	20	100%
Deputy Head teachers	1	20%	2	40%	0	0%	1	20%	1	20%	05	100%

*Source: field data 2025*

(32) (80%) of the class teachers strongly disagreed and (5) (12.5%) disagreed that the parents don’t buy textbooks for their students because the government supplied textbooks for all subjects in the new lower secondary school curriculum to every school under USE and UPOLET. (2) (5%) Strongly agreed that parents buy textbooks for their students in schools.

According to the student leaders, there findings were that (25) (50%) disagreed and (14) (28%) strongly agreed that parents do not buy textbooks for their students as a way of parents being involved

instead reported that the government provided learners' textbooks to all schools for the students use. (6) (12%) agreed that in their school, parents buy textbooks for their students.

The survey research on the PTA executive committee members showed that (5) (25%) and (12) 60% disagreed and strongly disagreed respectively that the parents were not buying textbooks for their students but (2) (10%) revealed that their parents buy textbooks for their students despite the government supplying them to schools. (2) (40%) of the deputy head teachers strongly disagreed that parents were not buying textbooks for their students and (1) (20%) and (1) (20%) strongly agreed/agreed respectively with the research objective that parents buy textbooks for their students. A large percentage of the respondents surveyed in this study revealed that an average of 40% of the deputy head teachers showed that the parents do not provide scholastic materials like books, pens, uniforms. This was in line with Wamala and Ssekamatte, (2021), showed that students who inadequate basic requirements most time were disengaged, which contributed to unbecoming behaviors as one way of defending the characters portrayed at school.

**Table 4.20. Showing if Parents provide school uniforms to their students in my school**

Respondents.	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	0	0%	0	0%	0	0%	27	67.5%	13	32.5%	40	100%
Student leaders	0	0%	2	4%	3	6%	41	82%	4	8%	50	100%
PTA executive committee member	0	0%	0	0%	0	0%	12	60%	8	40%	20	100%
Deputy Head teachers	0	0%	0	0%	0	0%	2	40%	3	60%	05	100%

*Source: field data 2025*

(27) (67%) of the class teachers agreed and (13) (32.5%) of the class teachers strongly agreed that Parents were providing school uniforms to their students in their schools. This implied that all students were in full school uniform always and smart.

According to the student leaders of different schools sampled in the study, there findings

were that (2) (4%) strongly disagreed while (41) (82%) and (4) 8% agreed/strongly agreed respectively that in their schools, parents provide school uniforms to their students as a sign of students' discipline when one is fully smart in uniform.

The survey research on the PTA executive committee members showed that (0) (0%) disagreed that parents were not buying uniform for their students but (12) (60%) and (8) 40% agreed and strongly agreed respectively that their parents provide school uniforms to them for going to school to avoid being attempted to be in-disciplined at school.

(40%) of deputy head teacher strongly disagreed that parents were not buying Parents provide school uniforms to their students in their schools. (3) (60%) strongly agreed that parents provide school uniforms to their students in their schools.

**Table 4.21. Showing if Parents buy pens, sets, realms of papers for their students in my school**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	2	5%	1	2.5%	0	0%	35	87.5%	2	5%	40	100%
Student leaders	1	2%	2	4%	1	2%	23	46%	33	66%	50	100%
PTA executive committee members	0	0%	0	0%	0	0%	15	75%	5	25%	20	100%
Deputy Head teachers	0	0%	0	0%	0	0%	3	60%	2	40%	05	100%

*Source: field data 2025*

(35) (87%) of the class teachers agreed and (5) (5%) strongly agreed that Parents buy pens, sets, reams of papers for their students in their schools and small percentage of class teachers (5%) and (2.5%) strongly disagreed and disagreed respectively.

According to the student leaders of different schools that were sampled in the study, their findings were that (2) (4%) disagreed that Parents were not buying pens, sets, realms of papers for their students in my school and this increased the form of theft/stealing. (23) (46%) and (33) (66%) strongly agreed and

agreed that in their schools, Parents buy pens, sets, realms of papers for their students.

The survey research findings on the PTA executive committee members showed that (0%) disagreed/strongly disagreed that Parents were not buying pens, sets, reams of papers for their students in their schools and (15) 75% and (5) 25% strongly agreed and agreed that their parents provide school scholastic materials to their students for going to school.

(40%) of deputy head teachers strongly agreed that parents were buying pens, sets, realms of papers for their students in their schools and similarly, (3) (60%) strongly agreed with the research findings that Parents buy pens, sets, realms of papers for their students in their schools to avoid dodging of lessons which tantamount to indiscipline at school.

**Table 4.22. Showing if Students are provided with enough notebooks by parents in my school to use for class work exercises and assignments**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	13	32.5%	11	27.5%	0	0%	12	30%	4	10%	40	100%
Student leaders	17	34%	14	28%	2	4%	15	30%	2	4%	50	100%
PTA executive committee members	6	30%	5	25%	3	15%	4	20%	2	10%	20	100%
Deputy Head teachers	2	40%	1	20%	0	0%	1	20%	1	20%	05	100%

*Source: field data 2025*

From the table 4.22 above, (13) (32.5%) of the class teachers, strongly disagreed that Students were not provided with enough notebooks by parents in their schools to use for class work exercises and assignments as many of these students became victims of theft of notebooks in class, dodging classes among others and (12) (30%) and (4) 10% of the class teachers agreed/ strongly agreed.

According to the student leaders still of different schools who also handle students'

indiscipline in these schools at prefectorial level, the findings from the survey showed that (17) (34%) and (14) 28% strongly disagreed / disagreed that the students were not provided with enough notebooks by parents in some schools to use for class work exercises and assignments and it agrees with the literature cited by

According to Wanja, (2004), parents were not fully involved in handling the indiscipline cases of their students, therefore rise in indiscipline cases. (15) (30%) agreed that in their schools, Students are provided with enough notebooks by parents to use for class work exercises and assignments. (Class counsellor’s report).

The research survey tool used on the PTA executive committee members showed that (6) (30%) and (5) 25% strongly disagreed and disagreed that Parents were not buying pens, sets, reams of papers for their students in my school (4) (20%) and (2) (10%) strongly agreed and agreed that their parents provide their students with enough scholastic materials to use at school. (2) (40%) of deputy head teachers strongly disagreed that Students were not provided for with enough notebooks by parents in their schools to use for class work exercises and assignments. Therefore promoting theft/ stealing in school as an example of students’ indiscipline (1) (20%) strongly agreed/agreed with the research findings that Parents avail their students with scholastic materials to use.

**Table 4.23. Do you have gender-based violence of girl and boy child inform of sexual harassment due to inadequate provision of scholastic and personal materials needs by their parents.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	7	17.5%	5	12.5%	0	0%	24	60%	4	10%	40	100%
Student leaders	14	28%	12	24%	2	4%	19	38%	3	6%	50	100%
PTA executive committee members	4	20%	5	25%	3	15%	6	30%	2	10%	20	100%
Deputy Head teachers	1	20%	1	10%	0	0%	2	40%	1	20%	05	100%

*Source: field data 2025*

Class teachers showed that 24(60%) and (4) (60%) agreed and strongly agreed respectively that gender-based violence of girl and boy child inform of sexual harassment due lack of scholastic materials

exist as some parents' failure to provide their children personal materials. Under normal circumstances the parents were meant to meet all the needs of their students to keep them disciplined and lack of these breeds in students' indiscipline with 7 (17.5%) strongly disagreed with that statement.

According to the table 25 above, student's leaders agreed 19 (38%) of the findings showed that there was gender-based violence due to lack of scholastic and personal materials needed by their students in these sampled schools therefore, on the hand, this showed 14(28%) strongly disagreed that there was no parental involvement which contributed to students' indiscipline.

6(30%) and (2) 10% of the PTA executive committee members/ strongly agreed and agreed that gender-based violence of girl and boy child inform of sexual harassment due lack of scholastic materials

exist in most secondary schools of Katakwi while 4(20%) and (5)25% of the PTA executive committee members strongly disagreed and disagreed according to the tabulated findings above. 2(40%)

and (1) (20%) of the deputy head teachers agreed and strongly agreed respectively that gender-based violence of girl and boy child inform of sexual harassment due lack of scholastic materials exist as the parent were not involved in providing scholastic and personal materials to their students in these secondary schools of Katakwi. 1(20%) were in strong disagreement with the statement above.

**Table 4.24. Showing if in my school, the students keep time of arrival and ending without escaping from school before time.**

The scale of strongly disagree (1), disagree (2), unsure (3), agree (4) and strongly agree (5) was to analyse the study findings on the table below:

Respondents	1	%	2	%	3	%	4	%	5	%	Total	%
Class Teachers	5	12.5%	24	60%	0	0%	6	15%	5	12.5%	40	100%
Student leaders	24	48%	6	12%	0	0%	8	16%	12	24%	50	100%
PTA executive committee members	2	10%	5	20%	3	15%	3	15%	3	15%	20	100%
Deputy Head teachers	1	20%	2	40%	0	0%	1	20%	1	20%	05	100%

*Source: field data 2025*

From my findings tabulated above, 24 (60%) and (5) (12.5%) of the class teachers strongly disagreed and disagreed that the students keep time of arrival and ending without escaping from school before time. This was in line with Muwonge, (2019) that factors like poverty, low literacy levels, and long work hours prevent parents from closely monitoring their children’s school behaviour and 6(15%) and (5) (12.5%) simply agreed and strongly agreed that, some families were involved in monitoring of students’ arrival time those who always escape before time. This was in line with Epstein, (2018), he recommended that regular parent-teachers’ meetings, home-school communication strategy and parental awareness programs to bridge the gap between home and school discipline policies. For example, a parent with a child with this behaviour of escaping and arriving to school late was easily managed and monitored by class teachers.

The findings from the 24 (48%) of the student’s leaders of 50 student leaders sampled strongly disagreed that the students keep time of arrival and ending without escaping from school before

time.12 representing 24% out of 50 student leaders strongly agreed and similarly (8) (16%) agreed. Implying that students keep time of arrival and ending without escaping from school before time. This is an ideal situation in a school where the parents were involved in monitoring the students' discipline.

For the case of the PTA executive members, 5 (20%) out of 20 sampled PTA executive members in the five schools in Katakwi disagreed that students were not managing their time of arriving to school and leaving for home therefore, a majority of them would escape from school before time and their parents have no say about their arrival and returning back home time. for example, like single mothers or fathers(parents), parents with a lot of commitments at places of work have little time to monitor the discipline of their students and 3(15%) agreed that students try to keep time of arrival and leaving school. The findings from the deputy head teachers sampled in the survey showed that 2(40%) disagreed that keep time of arrival and leaving school of their students which was making them to develop some elements of indiscipline in them example was most of the time suspended and finally expelled. Makokha, (2018), proved that students with minimal parents' involvement were more prone to violating school rules and regulations thus contributing to frequent suspensions and expulsions from school and even fail to fit in the community and 1(20%) of 5 sampled deputy head teachers in their secondary schools agreed.

**Table 4.25. Do your children escape from school due to lack of scholastic materials.**

Respondents	1	%	2	%	3	%	4	%	5	%	Total	100%
Class Teachers	27	67.5%	11	27.5%	0	0%	2	5%	0	0%	40	100%
Student leaders	22	44%	24	48%	0	0%	4	8%	0	0%	50	100%
PTA executive committee members	9	45%	5	25%	2	10%	3	15%	1	5%	20	100%
Deputy Head teachers	2	40%	2	40%	0	0%	1	20%	0	0%	05	100%

*Source: field data 2025*

The findings from the table 4.22 above showed that 27 (67.5%) and (11) (27.5%) of the class teachers out of 40 sampled strongly disagreed and disagreed respectively that children/students do not escape from school due to lack of scholastic materials but was due to little parents' involvement in their discipline at school. This was in line with (Steinberg, 2020), effective parents' involvement in school activities includes monitoring of children's activities both at school and after school, providing scholastic materials like books, uniforms, setting clear rules, and offering emotional support, which contribute to disciplined behaviour but not allowing the students to do what pleases him/ herself. 2(5%) of this class teachers agreed that students escape from school due lack of scholastic materials. 24 (48%) and (22) (40%) of the student leaders in the sampled secondary schools disagreed/strongly disagreed respectively that students do not escape from school due to lack of scholastic materials but however, it is because of peer influence from their fellow students. 4(8%) agreed out of 50 sampled student leaders from different secondary schools.

PTA executive committee members had this finding 9(45%) and (5) (25%) strongly disagreed and disagreed respectively that students were not escaping from these schools just because of lack of scholastic materials but also influenced by other factors like peer influence, ignorance of their parents (education status), parents giving little or no time to the children at home and 3(15%) and (1) (5%) of the PTA executive committee members strongly agreed and agreed with the statement.

Another category represented 2(40%) of the deputy head teachers interviewed strongly disagreed that students were escaping out of school as form of indiscipline in this schools simply because parents were not providing them with scholastic materials.

On the other hand 1(20%) of the deputy head teachers agreed that true the students escape out to look for what to use at school since their parents have do not provide to them with what to use at school.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.0. Introduction

This study was on the role of parents' involvement in school activities on the students' indiscipline in the government aided secondary schools in Katakwi district. Therefore, this chapter presents the following deduced findings from the data; summary, conclusions and recommendations drawn from the data collected and analyzed. These are based on the research objectives of this study.

#### 5.1 Discussions of the study findings.

##### 5.1.1 The effects of Parents involvement in monitoring and supervision of students' indiscipline in government aided secondary schools in Katakwi.

The findings of the study revealed that parental involvement in monitoring and supervision of students' behaviour in government-aided secondary schools in Katakwi remains inadequate. Results showed that 30% of class teachers indicated that there is no joint implementation of resolutions by both parents and the school administration to curb indiscipline, while 22.5% also disagreed with the effectiveness of resolutions passed by parents when not jointly enforced with school authorities. These findings suggest a lack of collaboration between parents and schools in the enforcement of disciplinary measures. These results contrast with Steinberg (2020), who emphasizes that effective parental involvement requires consistent monitoring of children's activities both at school and after school, provision of scholastic materials, setting of clear rules, and offering emotional support. Such practices have been linked to improved discipline among learners. However, in Katakwi District, challenges such as poverty and limited prioritization of education hinder parents from providing sufficient scholastic materials or engaging consistently in their children's education. This explains the gap between expected parental roles and actual practice in the district.

The study further aligns with Stattin and Kerr (2000), who argue that effective monitoring involves parents being aware of their children's whereabouts, peers, and daily routines. In this study, qualitative responses from deputy head teachers confirmed that many students

lacked close supervision after school due to parents' engagement in farming activities and other economic responsibilities. This limited parental oversight exposes students to negative peer influence, resulting in increased cases of truancy, absenteeism, and disobedience.

The findings are consistent with Nsubuga and Musoke (2021), who found that parental monitoring reduced cases of absenteeism, drug abuse, and violence in Eastern Uganda. Similarly, Othieno and Orodho (2020) reported that consistent parental oversight in Kenya helped curb behavioural problems in secondary schools. This suggests that while the principle of parental monitoring is widely acknowledged as effective, its implementation in Katakwi is weakened by socio-economic realities.

Parenting styles also emerged as a significant determinant of discipline. Baumrind (2017) identifies authoritative parenting characterized by warmth and firm control as most effective in shaping responsible student behaviour. In contrast, permissive or neglectful parenting fosters indiscipline. These findings resonate with those of Nyarko (2019) in Ghana and Okumu et al. (2021) in Uganda, who reported that students with strong parental guidance exhibited fewer cases of deviant behaviour. In Katakwi, deputy head teachers reported that lack of consistent parental guidance at home often translated into persistent indiscipline at school. Another critical dimension noted was parental counselling. Mghendi and Makokha (2018) and Mutweleli (2020) highlight that regular parental counselling improves students' self-control and moral development. Although this study found limited evidence of counselling practices in Katakwi households, school administrators suggested that stronger parental involvement in guidance could significantly reduce cases of misconduct.

Despite the established benefits of parental monitoring, challenges persist in rural contexts. Poverty, illiteracy, and cultural factors limit effective parents' involvement in Katakwi (Muwonge, 2019; MOGLSD, 2023). Many parents prioritize subsistence farming over active supervision of their children's education, leaving students vulnerable to peer influence. This suggests that structural barriers must be addressed if parents are to effectively contribute to discipline management in schools.

### **5.1.2 The effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government aided Secondary schools in Katakwi district.**

This study findings revealed that lack of consistent parents' follow-up significantly results to cases of indiscipline among students in government-aided secondary schools in Katakwi District. Teachers and deputy head teachers reported that when parents are actively engaged in ensuring their children adhere to school rules through attending PTA meetings, following up students' disciplinary cases and ensuring that their homework is done, students tend to exhibit better behaviour. However, poor attendance of parents at school meetings and limited participation in disciplinary processes suggest that many parents leave discipline enforcement entirely to the school. This lack of shared responsibility has contributed to persistent indiscipline such as absenteeism, late coming, and disobedience. These findings support Mugisha (2022), who defines parental follow-up as checking report cards, attending meetings, and discussing behavioural issues with teachers, all of which promote accountability among learners. Similarly, Epstein (2018) and Steinberg (2020) found that parental monitoring of students' activities and consistent communication with teachers positively influence discipline. In Katakwi, however, the practice is weak, largely due to poverty and parents' prioritization of farming activities, which prevents regular school engagement.

The current results also align with Muwonge et al. (2022), who observed in Northern Uganda that increased parental engagement reduced unrest in schools, and with Eze (2020), who reported improved student behaviour in Nigeria when parents actively followed up on discipline. Likewise, Nyarko (2019) and Okumu et al. (2021) emphasized that parental supervision reduces violence, bullying, and substance abuse. The findings from Katakwi therefore confirm that parental follow-up is central to instilling discipline, though its effectiveness is undermined by contextual challenges.

Parenting styles further shape the extent of follow-up. Baumrind (2017) stresses that authoritative parenting, which balances support with control, fosters compliance with school rules. Mutweleli (2020) in Kenya found that students with parents who interacted regularly with teachers were less likely to break rules, while Mghendi and Makokha (2018) noted that lack of parental involvement often led to repeated suspensions. In Katakwi, deputy head teachers indicated that many parents adopt a permissive approach, assuming that discipline is solely the responsibility of teachers. This finding resonates with Ochieng (2020), who pointed out that cultural beliefs and logistical barriers limit parents' participation in school discipline.

Despite these benefits, challenges such as poverty, illiteracy, and long distances to schools reduce parental participation in Katakwi. Reports from the District Education Office (2024) indicate that many parents fail to attend PTA and disciplinary meetings, even after students are suspended.

This reflects a broader problem also noted by Auma (2023), who argued that rural socio-economic barriers hinder effective parental involvement.

To address these challenges, strategies such as consistent home-school communication, parents sensitization programs, and policy frameworks that compel parental participation are necessary. Epstein(2018) advocates for regular meetings and structured communication channels, while Okumu et al.(2021) recommend community-based programs to empower parents in supporting school rules.

### **5.1.3The impact of parents’ provision of scholastic materials on students’ indiscipline in the selected government aided secondary schools in Katakwi district.**

The study established that lack of provision of scholastic materials by parents contributes significantly to indiscipline among students in government-aided secondary schools in Katakwi District. Findings revealed that 60% of class teachers reported that parents did not provide essential learning materials such as textbooks, pens, uniforms, and exercise books, which often resulted in absenteeism, embarrassment, and misbehaviour among students. Only 15% of teachers agreed that parents adequately supported

their children with learning resources, suggesting that the majority of parents neglect this responsibility. Similarly, 85% of PTA executive members reported that most parents in Katakwi fail to provide necessary materials, which negatively affects discipline.

These findings are consistent with Ainembabazi and Kasaija (2022), who argued that inadequate provision of scholastic materials leads to absenteeism and behavioral misconduct. Likewise, Wamala and Ssekamate (2021) found that lack of supplies often causes students to disengage and develop disruptive behaviour. UNESCO (2022) also reported that more than 30% of students in Sub-Saharan Africa either miss school or engage in inappropriate behaviour due to lack of learning resources. In Katakwi, this challenge is compounded by poverty, as most households cannot afford consistent school requirements (Obore & Akampurira, 2023). This explains why despite parents’ willingness, socio-economic constraints continue to affect students’ discipline indirectly.

Findings further revealed that parents rarely attend PTA meetings, which reduces opportunities for collaboration between parents and teachers on matters of discipline. Teachers indicated that when

parents attend PTA meetings, disciplinary issues are addressed early and jointly, reducing the chances of escalation. This agrees with Epstein (2018), who emphasized that parental participation in school affairs improves students' behaviour both at school and at home. Steinberg (2020) and Nyarko (2019) also highlighted that parents who frequently attend meetings are better informed about disciplinary policies and expectations, resulting in lower levels of absenteeism and misconduct. Okumu et al. (2021) equally observed that schools with strong parental engagement through PTA meetings reported fewer indiscipline cases.

The findings from Katakwi also resonate with Baumrind's (2017) assertion that authoritative parents, who combine support with control, raise more disciplined children. Mutweleli (2020) reported that schools with high parental involvement had minimal disciplinary cases, while Mughendi and Makokha (2018) emphasized that PTA meetings provide a platform to address behavioral concerns before they escalate. However, in Katakwi, poor attendance at PTA meetings remains a challenge due to long distances, limited awareness, poverty, and some parents' perception that school discipline is solely the responsibility of teachers. This confirms Ochieng's (2020) finding that many parents regard PTA meetings as unnecessary, which weakens discipline monitoring.

To address these challenges, strategies such as flexible meeting schedules, improved school-parent communication, and community outreach have been proposed. Epstein (2018) recommended sensitization programs to highlight the importance of PTA meetings, while Okumu et al. (2021) stressed the need for school management to organize outreach initiatives to reach parents who cannot physically attend. Such measures would enhance collaboration between parents and schools, thereby strengthening discipline in Katakwi secondary schools.

## **5.2. Conclusion**

Based on the above findings, the following conclusions were arrived at according to each objective above in this study:

### **5.2.1 The effects of parent's involvement in monitoring and supervision of students' indiscipline in government aided secondary schools in Katakwi.**

Parents' different education status had a direct bearing on their children's behaviour in different schools of Katakwi district where many parents ended at primary and secondary. This has given some parents to leave their children to develop wrong behaviours at school which qualifies them to be undisciplined.

The socio economic status of some parents' who could not check and monitor the kind of peer friends their children move with or associate with at school and at home. Implying that students copied the different forms of indiscipline like late coming to school, physical violence and disrespect of those in authority from their own peers due to limited or no monitoring and supervision done by the parents at home.

### **5.2.2 The effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government aided Secondary schools in Katakwi district.**

Some parents exerted pressure on their children to behave well and have respect for people at home and when they reach school, they do the opposite and are the worst behaved. Not portraying bad discipline at home simply that the parents are strict and use authority over them making them to develop negative characters at school because the parents do not extend their roles up to school but leave it for the teachers at school.

Parents' education levels affected the children's self-confidence towards certain forms of discipline at school level. In this case, some students whose parents ended at primary or never went to school tend to be in disciplined at school simply because of poor perceptions developed by their children and they think its good behaviour while well-educated parents had well-disciplined children at school although some of them would disrespect some staff at school as they feel proud of their parents' education levels.

This study also concluded that, the parenting styles adopted by the students' parents could be one of the root cause of students' indiscipline in the secondary schools of katakwi district. Most of the parents have delegated their roles to their spouses as for them are not bothered of the children's indiscipline at home and school.

### **5.2.3The impact of parents' provision of scholastic materials on students' indiscipline in the selected government aided secondary schools in Katakwi district.**

Parents were not playing their roles of providing their students with the necessary scholastic materials, at the same time very few parents attend class meetings with the teachers. This greatly made most of the students to behave against the school rules and regulations because their parents' were not checking on their students' indiscipline both at home and at school.

Parents' education levels affected the children's self-confidence towards certain forms of discipline at school level. In this case, some students whose parents ended at primary or never went to school tend

to be in disciplined at school simply because of poor perceptions developed by their children and they think its good behaviour while well-educated parents had well-disciplined children at school although some of them would disrespect some staff at school as they feel proud of their parents' education levels.

However, not all parents in the sampled schools were not involved in the discipline of their students but some parents had very keen interests of monitoring and supervising on their students discipline at school by having regular school visits during class level meetings, annual general meetings, careers days and individually consulting the teachers about the discipline of their students at school.

In relation to the findings above and conclusions, the researcher made the following recommendations.

### **5.3 Recommendations.**

Based on the findings and conclusions, the following recommendations were made in line with the study objectives:

#### **5.3.1 The effects of parents' involvement in monitoring and supervision of students' indiscipline in government-aided secondary schools in Katakwi.**

Parents should be sensitized to closely monitor and guide their children's discipline from home to school. This can be achieved through regular attendance of class meetings, guidance and counselling sessions, and disciplinary committee meetings where they can contribute to decisions on acceptable behaviour. Head teachers and PTA executives should continuously remind parents of their role as role models, as indiscipline among parents themselves negatively affects their children.

#### **5.3.2 The effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government-aided secondary schools in Katakwi district**

Parents should actively participate in enforcing school rules by engaging in joint discussions with teachers and student leaders to build ownership of disciplinary measures. Involving parents in formulating school rules and regulations can help reduce student resistance and encourage responsibility. Teachers should also intensify career guidance and moral education to help learners appreciate the importance of discipline for their academic and future success.

#### **5.3.3 The impact of parents' provision of scholastic materials on students' indiscipline in the selected government-aided secondary schools in Katakwi district.**

Parents should ensure timely provision of scholastic materials and create a supportive environment that promotes discipline. They should also spend quality time with their children, including attending

religious programs that nurture good morals and spiritual growth. Furthermore, schools can establish student tribunals to handle minor disciplinary cases with guidance from teachers before escalation to the main school disciplinary committee, thereby instilling responsibility among learners.

#### **5.4. Areas for further research.**

The researcher suggested the following areas for further research to be carried on; the research can be carried out on parents as role models dictating on students' characters in schools.

This might help the different school administrators to know why some students behave the way they are. It could have been an emulated behaviour from the parents who act as their role models at home in their societies at large.

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**The Faculty of Education**

Date: 12/05/2025

**RE: PERMISSION LETTER TO CONDUCT FIELD RESEARCH**

Dear Sir/Madam,

Greetings from Uganda Martyrs University. The Faculty of Education is delighted to introduce **ENYAKU ALANGOI GEORGE**, Registration number **2021-M313-43596**, a student pursuing a Master of Education degree of Uganda Martyrs University. He is undertaking research in partial fulfillment of the requirements leading to the degree award.

His research topic is: **THE ROLE OF PARENTS' INVOLVEMENT ON THE STUDENTS' INDISCIPLINE IN THE GOVERNMENT AIDED SECONDARY SCHOOLS INKATAKWI DISTRICT.**

We request that you offer him the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: [aodele@umu.ac.ug](mailto:aodele@umu.ac.ug).

Thank you for your support and cooperation.

Sincerely,

Dr. Anne Odele

Head of Postgraduate Department

Faculty of Education

**APPENDIX II.**  
**CONSENT LETTER**

Dear Respondents

Ref. Request to Complete Research Questionnaire.

I am Enyaku Alangoi George, a student of Uganda Martyrs' University pursuing Master's Degree of Educational Administration and Management and undertaking research on the topic: The Effects of Parents' Involvement in School Activities on the Students' Indiscipline in Government Aided Secondary Schools in Katakwi District. You are kindly requested to participate in this research and your selection to this effect has been based on random basis.

Please feel free as you respond to the study questions because the information you are to give will only be used for academic purpose, confidential and finally held anonymous before any publication.

Thank you.

.....

Enyaku Alangoi George

(RESEARCHER).

Date: 18<sup>th</sup> August, 2025.

**APPENDIX III:**  
**QUESTIONNAIRE GUIDE FOR CLASS TEACHERS**

Dear respondent,

I am Enyaku Alangoi George, a student of Uganda Martyrs University pursuing a Master of education degree. I am here to conduct research on ‘the role of parents’ involvement on students’ indiscipline’ in secondary schools of Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality even after the research. I will be very grateful for your cooperation in advance. Thank you and God bless you. (Tick or fill in the gaps).

General objective of the Study:

The general objective of the study is to investigate the role of parents’ involvement on students’ indiscipline using cross-sectional approach in the selected government aided secondary schools in Katakwi district.

Specific Objectives:

To examine the effects of parents’ involvement in monitoring and supervision on students’ indiscipline in the selected government aided secondary schools in Katakwi district.

To assess the effect of parents’ follow-up of students’ adherence to school rules and regulations on students’ indiscipline in the selected government aided Secondary schools in Katakwi district.

To establish the impact of parents’ provision of scholastic materials on students’ indiscipline in the selected government aided secondary schools in Katakwi District.

SECTION A:

RESPONDENT’S BIO – DATA

Instructions.

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

A1. Name :( optional) .....

A2. Age: 15 – 30  31 – 45  46 – 60  60 +

A3. Sex: Male  Female

A4. Marital status: Single  Married  Divorced  Separated  Widowed

A5. Location: Cell .....Parish/ward..... Sub county/town council .....

A6. Levels of education:

Primary  Secondary  Tertiary and above  None:

Other (please specify): .....

A7. Religion: Protestant /Anglican  Catholics  Islam  Born again

Use the scale of 1. strongly disagree 2. disagree 3. unsure 4. agree 5. strongly agree.

SECTION B: Monitoring and supervision of students' homework after school.		1	2	3	4	5
MS1.	In my school, parents are involved in monitoring and supervision of the students' homework.					
MS2.	Parents come to school to interact with teachers on their student's adherence to school rules on open school days.					
MS3.	Parents in my school come to advise students on behaviour improvement during career guidance days and class meeting days.					
MS4.	In my school, parents come and participate in penalizing errant behaviours like fighting, drug					

	abuse, and pregnancy cases.					
MS5	In my school, the parents' help to monitor and supervise the time of arrival and returning back of students' without escaping from school before time.					
MS6	In my school, parents don't even monitor and supervise students' indiscipline.					
SECTION C: Parents' Attendance of PTA meetings and follow up of school rules.						
PAPF1	In my school, invitation letters for meetings are sent to parents					
PAPF2	Parents in my school sign attendance lists during students' disciplinary meetings					
PAPF3	Parents during meetings at my school pass discussed and resolutions are in line with school rules.					
PAPF4	There is joint implementation of resolutions by both parents and school management to counter students' indiscipline.					
PAPF5	Parents in my school, are free to visit the school and interact with the teachers about the discipline of their students.					
PAPF6	Adherence to deadlines of doing and handing in assignments and project work by students					
PAPF7	Students are loyal to those in authority and community members.					

PAPF8	Students are obedient and respectful.					
PAPF9	Students exhibit respect among themselves and others.					
PAPF10	Do Students get involved in leadership and decision making at different levels of leadership guided by their parents.					
SECTION D: Provision of scholastic materials to students.						
PSM1.	In my school, parents buy text books for their children					
PSM2.	Students have school uniforms in my school					
PSM3.	Parents buy pens for their students in my school					
PSM4.	Students are provided with enough notebooks by parents in my school to use for class work because their parents are involved in providing scholastic materials?					
PSM5.	In my school, the students keep time of arrival and ending without escaping from school before time.					
PSM6.	Do you have gender-based violence of girl and boy child inform of sexual harassment due to inadequate provision of scholastic and personal material needs					

Thank you for your time, God bless you

**APPENDIX IV.**

**QUESTIONNAIRE GUIDE FOR DEPUTY HEADTEACHERS.**

Dear respondent,

I am Enyaku Alangoi George, a student of Uganda Martyrs University pursuing a Master of education degree. I am here to conduct research on ‘the role of parents’ involvement on students’ indiscipline’ in secondary schools of Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality even after the research. I will be very grateful for your cooperation in advance. Thank you and God bless you. (Tick or fill in the gaps).

General objective of the Study: The general objective of the study is to investigate the role of parents’ involvement on students’ indiscipline using cross-sectional approach in the selected government aided secondary schools in Katakwi district.

Specific Objectives:

To examine the effects of parents’ involvement in monitoring and supervision on students’ indiscipline in the selected government aided secondary schools in Katakwi district.

To assess the effect of parents’ follow-up of students’ adherence to school rules and regulations on students’ indiscipline in the selected government aided Secondary schools in Katakwi district.

To establish the impact of parents’ provision of scholastic materials on students’ indiscipline in the selected government aided secondary schools in Katakwi District.

SECTION A:

RESPONDENT’S BIO – DATA

Instructions.

Please fill in the blank spaces or tick (√) in the boxes provided where necessary.

A1. Name :( optional) .....

A2. Age: 15 – 30  31 – 45  46 – 60  60 +

A3. Sex: Male  Female

A4. Marital status: Single  Married  Divorced  Separated  Widowed

A5. Location: Cell .....Parish/ward..... Sub county/town council .....

A6. Levels of education:

Primary  Secondary  Tertiary and above  None:

Other (please specify): .....

A7. Religion: Protestant /Anglican  Catholics  Islam  Born again

Use the scale of 1. strongly disagree 2. disagree 3. unsure 4. agree 5. strongly agree.

SECTION B: Monitoring and supervision of students' homework after school.		1	2	3	4	5
MS1.	In my school, parents are involved in monitoring and supervision of the students' homework.					
MS2.	Parents come to school to interact with teachers on their student's adherence to school rules on open school days.					
MS3.	Parents in my school come to advise students on behaviour improvement during career guidance days and class meeting days.					
MS4.	In my school, parents come and participate in penalizing errant behaviours like fighting, drug abuse, and pregnancy cases.					
MS5	In my school, the parents' help to monitor and supervise the time of arrival and returning back of students' without escaping from school before time.					

SECTION C: Parents' Attendance of PTA meetings and follow up of school rules.					
PAPF1	In my school, invitation letter for meetings is sent to parents				
PAPF2	Parents in my school sign attendance lists during students' disciplinary meetings				
PAPF3	Parents during meetings at my school pass discussed and resolutions are in line with school rules.				
PAPF4	There is joint implementation of resolutions by both parents and school management to counter students' indiscipline.				
PAPF5	Parents in my school, are free to visit the school and interact with the teachers about the discipline of their students.				
PAPF6	Adherence to deadlines of doing and handing in assignments and project work by students				
PAPF7	Students are loyal to those in authority and community members.				
PAPF8	Students are obedient and respectful.				
PAPF9	Students exhibit respect among themselves and others.				
PAPF10	Do Students get involved in leadership and decision making at different levels of leadership guided by their parents.				
SECTION D: Provision of scholastic materials to students.					
PSM1.	In my school, parents buy text books for their children				
PSM2.	Students have school uniforms in my school				
PSM3.	Parents buy pens for their students in my school				
PSM4.	Students are provided with enough notebooks by parents in my school to use for class work because their parents are involved in				

	providing scholastic materials?					
PSM5.	In my school, the students keep time of arrival and ending without escaping from school before time.					
PSM6.	Do you have gender-based violence of girl and boy child inform of sexual harassment due to inadequate provision of scholastic and personal material needs					

**APPENDIX V.**

**QUESTIONNAIRE GUIDE FOR STUDENTS' LEADERS**

Dear respondent,

I am Enyaku Alangoi George, a student of Uganda Martyrs University pursuing a Master of education degree. I am here to conduct research on 'the role of parents' involvement on students' indiscipline' in secondary schools of Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality even after the research. I will be very grateful for your cooperation in advance. Thank you and God bless you. (Tick or fill in the gaps).

General objective of the Study: The general objective of the study is to investigate the role of parents' involvement on students' indiscipline using cross-sectional approach in the selected government aided secondary schools in Katakwi district.

Specific Objectives: To examine the effects of parents' involvement in monitoring and supervision on students' indiscipline in the selected government aided secondary schools in Katakwi district.

To assess the effect of parents' follow-up of students' adherence to school rules and regulations on students' indiscipline in the selected government aided Secondary schools in Katakwi district.

To establish the impact of parents' provision of scholastic materials on students' indiscipline in the selected government aided secondary schools in Katakwi District.

**SECTION A:**

**RESPONDENT'S Background.**

**Instructions.**

Please fill in the blank spaces or tick (√) in the boxes provided where necessary.

A1. Name :( optional) .....

A2. Age: 15 – 30  31 – 45  46 – 60  60 +

A3. Sex: Male  Female

A4. Marital status: Single  Married  Divorced  Separated  Widowed

A5. Location: Cell .....Parish/ward..... Sub county/town council .....

A6. Levels of education:

Primary  Secondary  Tertiary and above  None

A7. Religion: Protestant /Anglican  Catholics  Islam  Born again

Using the scale of 1. strongly disagree, 2. disagree, 3. unsure, 4. agree and strongly agree in the table below.

SECTION B: Monitoring and supervision of students’ homework after school.		1	2	3	4	5
MS1.	In my school, parents are involved in monitoring and supervision of the students’ homework.					
MS2.	Parents come to school to interact with teachers on their student’s adherence to school rules on open school days.					
MS3.	Parents in my school come to advise students on behaviour improvement during career guidance days and class meeting.					
MS4.	In my school, parents come and participate in penalizing errant behaviours like fighting, drug abuse, and pregnancy cases.					
MS5	In my school, the parents’ help to monitor and supervise the time of arrival and returning back of students’ without escaping from school before time.					
SECTION C: Parents’ Attendance of PTA meetings and follow up of school rules.						

PAPF1	In my school, invitation letter for meetings is sent to parents					
PAPF2	Parents in my school sign attendance lists during students' disciplinary meetings					
PAPF3	Parents during meetings at my school pass discussed and resolutions are in line with school rules.					
PAPF4	There is joint implementation of resolutions by both parents and school management to counter students' indiscipline.					
PAPF5	Parents in my school, are free to visit the school and interact with the teachers about the discipline of their students.					
PAPF6	Adherence to deadlines of doing and handing in assignments and project work by students					
PAPF7	Students are loyal to those in authority and community members.					
PAPF8	Students are obedient and respectful.					
PAPF9	Students exhibit respect among themselves and others.					
PAPF10	Do Students get involved in leadership and decision making at different levels of leadership guided by their parents.					
SECTION D: Provision of scholastic materials to students.						
PSM1.	In my school, parents buy text books for their children					
PSM2.	Students have school uniforms in my school					
PSM3.	Parents buy pens for their students in my school					
PSM4.	Students are provided with enough notebooks by parents in my school to use for class work because their parents are involved in providing scholastic materials?					

PSM5.	In my school, the students keep time of arrival and ending without escaping from school before time.					
PSM6.	Do you have gender-based violence of girl and boy child inform of sexual harassment due to inadequate provision of scholastic and personal material needs					

**APPENDIX VI.**

**QUESTIONNAIRE GUIDE FOR PARENTS IN PTA EXECUTIVE COMMITTEE.**

Dear respondent,

I am Enyaku Alangoi George, a student of Uganda Martyrs University pursuing a Master of education degree. I am here to conduct research on ‘the role of parents’ involvement on students’ indiscipline’ in secondary schools of Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality even after the research. I will be very grateful for your cooperation in advance. Thank you and God bless you. (Tick or fill in the gaps).

General objective of the Study: The general objective of the study is to investigate the role of parents’ involvement on students’ indiscipline using cross-sectional approach in the selected government aided secondary schools in Katakwi district.

Specific Objectives: To examine the effects of parents’ involvement in monitoring and supervision on students’ indiscipline in the selected government aided secondary schools in Katakwi district; To assess the effect of parents’ follow-up of students’ adherence to school rules and regulations on students’ indiscipline in the selected government aided Secondary schools in Katakwi district; and To establish the impact of parents’ provision of scholastic materials on students’ indiscipline in the selected government aided secondary schools in Katakwi District.

SECTION A:

RESPONDENT’S Background.

Instructions.

Please fill in the blank spaces or tick (√) in the boxes provided where necessary.

A1. Name :( optional) .....

A2. Age: 15 – 30  31 – 45  46 – 60  60 +

A3. Sex: Male  Female

A4. Marital status: Single  Married  Divorced  Separated  Widowed

A5. Location: Cell .....Parish/ward..... Sub county/town council .....

A6. Levels of education:

Primary  Secondary  Tertiary and above  None:

Other (please specify): .....

A7. Religion: Protestant /Anglican  Catholics  Islam  Born again

RESPONSES: used scale of 1. strongly disagree, 2. disagree, 3. unsure, 4, agree and 5, strongly agree

SECTION B: Monitoring and supervision of students' homework after school.		1	2	3	4	5
MS1.	Parents are involved in monitoring and supervision of the students' homework.					
MS2.	Parents come to school to interact with teachers on their student's adherence to school rules on open school days.					
MS3.	Parents in my school come to advise students on behaviour improvement during career guidance days and class meeting days.					
MS4.	Parents come and participate in penalizing errant behaviours like fighting, drug abuse, and pregnancy cases.					
MS5	Parents' help to monitor and supervise the time of arrival and returning back of students' without escaping from school before time.					
SECTION C: Parents' Attendance of PTA meetings and follow up of school rules.						

PAPF1	Invitation letters for meetings are sent to parents.					
PAPF2	Parents in my school sign attendance lists during students' disciplinary meetings whenever invited by the school disciplinary committee.					
PAPF3	Parents during meetings at my school discuss and pass resolutions in line with school rules and regulations according to the students' indiscipline					
PAPF4	There is joint implementation of resolutions by both parents and school management to counter students' indiscipline.					
PAPF5	Parents in my school, are free to visit the school and interact with the teachers about the indiscipline of their students.					
PAPF6	Parents help students to adherence to deadlines of doing and handing in homework assignments and project work.					
PAPF7	Students are loyal to those in authority and community members.					
PAPF8	Students are obedient and respectful.					
PAPF9	Students exhibit respect among themselves and to the fellow students in the school.					
SECTION D: Provision of scholastic materials to students.						
PSM1.	In my school, parents buy textbooks for their students.					
PSM2.	Parents provide school uniforms to their students in my school.					
PSM3.	Parents buy pens, sets, realms of papers for their students in my school					
PSM4.	Students are provided with enough notebooks by parents in my school to use for class work exercises and assignments.					
PSM6.	Do you have gender-based violence of girl and boy child inform					

	of sexual harassment due to inadequate provision of scholastic and personal material needs by their parents.					
PSM7	Do your children escape from school due to lack of scholastic materials?					

Thank you for your time, God bless you.

## APPENDIX VIII

### WORK PLAN

S/No	ACTIVITY	DURATION
01	Developing questionnaires and interview guide.	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1 week
05	Submission of the report	1 week
	Total Duration	2 (Two Months)

**APPENDIX IX:**  
**BUDGETARY ESTIMATES**

S/No	Item (s)	Quantity (qty)	Unit cost (Ug.shs)	Total Coast (Ug.shs)
01	Printing/ photo copying papers	1 REAM	20,000	20,000
02	Ruled papers	1 REAM	16,000	16,000
03	Flash disk	1 (2GB)	40,000	40,000
04	Pens, pencil and note book	ASSORTED	10,000	10,000
05	Photocopying expenses	45 PAGES	@100	4500
06	Word typesetting expenses	45 PAGES	@1000	45,000
07	Spiral binding expenses	3 BOOKS	@5000	15,000
08	Airtime		10,000	10,000
09	Transport expenses		50,000	50,000
10	Contingency		50,000	50,000
	<b>TOTAL</b>			<b>266,000</b>

