

Parental Guidance Skills and Students' Discipline Management in Secondary Schools in Kapchorwa District, Uganda

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Abstract

The study investigated on the parental guidance skills and students' discipline management in secondary schools in Kapchorwa district. The purpose of this phenomenological study was to help us better understand the experiences of teacher counsellors on the guidance skills expected of parents in the management of students' discipline in secondary schools. Four informants were purposively selected from four out of the six government aided secondary schools in Kapchorwa District and data was collected via interviews and analysed based on the perspectives of the teacher counsellors on the parental guidance skills and their management of discipline of students. The following conclusions were derived; There was less teamwork between the school administrations and the parents in the management of students' discipline, the parents gave little audience to their children which made them not to express their issues freely and openly, there is a poor parent-child relationship on matters regarding indiscipline, the parents lack adequate knowledge on the growth and development changes that children go through at different stages of development, and the parents lack adequate guidance skills necessary for the management of students' discipline. It was recommended that; parents should work in collaboration with school counsellors and teachers so as to reduce on the number of indiscipline cases in secondary schools, they should improve on their relationships with their children through establishment of good rapport, and that the school administrators should organise workshops and seminars geared towards educating parents on various issues affecting students.

Keywords: parental, guidance skills, teacher counsellors, discipline management, secondary schools

The primary role of a school has most often been to create a conducive environment to enhance productive learning through removal of problem behaviours so as to achieve positive school and learners' outcomes (Skiba, 2014). School policies, teachers' characteristic and classroom management play a vital role in explaining discipline variations among students (Welsh, 2017). Parents play a critical role in child upbringing at different stages of development and the family remains an important agent in determining the behaviour of the child (Moitra, 2012). Parents are expected to work together with the family and community by setting realistic and mature expectations, monitoring, supervising and demonstrating willingness to administer discipline (Baumrind, 1966). In addition, authoritative parents provide guidance to their children on various issues

in a rational manner. Thus, authoritative parenting style is more associated with positive behaviour and performance outcomes (Hoskins, 2014). Conversely, parents who discourage their children from open interaction and often make strict control of their children's behaviour increase chances of these children acquiring maladaptive behaviour. Adolescents can sometimes acquire indiscipline behaviour as a result of lack of intimacy and parental attachment (Baumrind, 1966; Sarwar, 2016).

From the above studies reviewed, it is observed that there are several stakeholders involved in the management of students' discipline. The causes of indiscipline among students are multiple and thus its management cannot be left to the school authorities alone. Evidence from research studies indicates that parents have a role to play in the management of students' discipline for instance in terms of providing guidance and social support among others. The parental guidance skills include among others: using good communication, setting and following rules, establishment of rapport, listening, confidence building and conflict resolution. Therefore, the extent to which parents use guidance skills seems to have an influence on the management of students' discipline. This is what forms the crux of the investigation to establish the influence of parental guidance skills on discipline management in selected secondary schools in Kapchorwa district from the perspective of school counsellors.

Statement of the Problem

There are several stakeholders involved in the management of students' discipline in secondary schools including parents, teachers, and school administrators, and these are mandated by law to oversee the discipline of the students. However, there are several cases of indiscipline reported amongst secondary school students in Kapchorwa district, some of which have attracted punishment in form of suspension or expulsion from school. On the other hand, most parents seem to lack the guidance skills which are a prerequisite in handling student disciplinary cases at school yet they could gain more knowledge on such skills that could facilitate management of their children's discipline which may eventually affect the discipline of the students.

Purpose Statement

The purpose of this phenomenological study was to help us better understand the school counsellors' perspectives on the parental guidance skills needed to enhance management of students' discipline in secondary schools in Kapchorwa district.

Central Question

The key research question for the study was how can students' discipline be enhanced by parental guidance skills from the perspective of five (5) school counsellors?

Sub-questions

The study was guided by the following five (5) sub-questions;

1. How do the counsellors define parental guidance skills in relation to students' discipline?
2. In what ways should parents provide guidance to their children as perceived by counsellors?
3. Why do parents need guidance skills in the management of their children's discipline?
4. What guidance skills do counsellors suggest can help parents in the management of their children's discipline?
5. What challenges do parents experience in the management of their children's discipline as perceived by counsellors?

Significance of the Study

Discipline management is still a challenge in government aided secondary schools in Kapchorwa though school administrators and parents have made an effort to address the problem of indiscipline. The findings, conclusions and recommendations of this study would help school administrators and parents to employ effective mechanisms of discipline management by equipping the parents with guidance skills to address this challenge.

Theories Related to the Study

According to Baumrind (1966), parents play a critical role in the upbringing of children at different stages of development as they are supposed to provide guidance. Baumrind argues that there is a close relationship between parenting styles and their children's behaviour. The theorist used the terms demandingness and responsiveness to explain the theory. Demandingness means the extent to which parents exercise control over their children's behaviour or demand maturity from them. Whereas, responsiveness means the extent to which parents are accepting and sensitive to their children's needs.

Similarly, Bowlby (1969) argues that parents' relationship with their children emerges since childhood and influences the children's subsequent development. Bowlby contends that attachment behaviour in adults towards children involves responding to the children's needs.

Bandura (1973) in his social learning theory argues that human behaviour is a result of observation, imitation and modelling. This theory posits that through observation, human beings form ideas of how new behaviours are performed. Thus, parents are supposed to serve as good role models for children to observe, imitate and model.

Related Literature Review for the Study

Onyango and Raburu (2018), using a sample of 276 consisting of head teachers, deputies and teachers conducted a research on the effectiveness of guidance and counselling in the management of students' behaviour in public secondary schools in Kenya and found that there was a moderate relationship between guidance and counselling and management of students' behaviour represented by $r=.503$. It was also found that majority (90.05%) of the respondents agreed that guidance and counselling reduced strikes and tension in

schools. This study recommended that the Ministry of Education should formulate policies relevant to the management of students' behaviour in secondary schools. The current study utilized the phenomenological approach in which data was collected using interviews and analysed using thematic analysis.

Satish (2012) investigated on the role of parents in maintaining student discipline by interviewing ten school counsellors and administering 60 semi-structured questionnaires to students selected from six urban secondary schools randomly selected. The results of the study indicated that 68% of the students from broken families had discipline problems at school compared to 24% from intact families. The discipline problems reported in the study included; relationship, alcohol abuse, glue sniffing, lying, stealing, rebelliousness, fighting and smoking. This study recommended that parents be educated on the importance of family structure on the life of children and that counselling should be provided to the disadvantaged children for them to cope positively. It was observed that, the study population, objectives and the mode of analysis was not specified and described in this study.

Philip (2013) conducted a study on the role of parents in the dynamics of school discipline and contends that one way of involving the parents in providing solutions to the discipline problem is to ask for their support in availing the much-needed resources. This argument is supported by Franken (1998) who reiterated that parent hostility, anger and frustration indicate how they feel inadequate in dealing with school discipline problems. Philip therefore opines that parents play a pivotal role in shaping the discipline of the students and how the students' misbehaviour is handled would to some degree depend on how the school cooperates with the parents.

A research study by Mncube (2009) found that rural parents are often not afforded the opportunity to play a full role in the management of a school and yet it is the parents' responsibility to work closely with the school, help students with the school homework and be involved in making decisions related to school activities. This study also indicated that there was a connection between parents' attitude towards school and the students' behaviour. Interestingly, most parents were uninformed about issues of school management which partly explained their lack of interest in participation of school activities. The study therefore recommended that educators needed to be sensitized on parental involvement in schools and encouraging them to participate in school activities. This therefore called for the need to undertake an investigation to establish the perceived influence of parental guidance skills on the management of students' discipline in secondary schools.

Ajowi and Simatwa (2010) investigated the role of guidance and counselling in promoting student discipline in secondary schools in Kenya, a case study of Kisumu using an ex-post facto research design on a study population which comprised of 65 secondary schools. The results indicated that, the contribution of head teachers, deputy teachers and teachers towards giving enough time and resources to the guidance and counselling programmes was low

though the respondents agreed that guidance and counselling would be the best method of enhancing student discipline in secondary schools. The study also found that, though the head teachers and teachers were willing to use guidance and counselling in the management and administration of student discipline in schools, they were not aware of the government policy and the legal framework for provision of guidance and counselling services in secondary schools. Therefore, the study recommended that the ministry of education should provide a policy document on guidance and counselling in schools, and that effective guidance and counselling programs should be put in place by the administrators in addition to supply of trained counsellors to head the guidance and counselling departments in secondary schools. However, the above study relied on questionnaire and an in-depth interview guide as the main tools for data collection and the mode of analysis was basically descriptive statistics. The current study employed an exploratory research design and use of an in-depth interview guide to establish the perceived influence of parental guidance skills on the management of student discipline in secondary schools. The method of analysis involved coding of responses and transcription of data to generate main ideas.

Jinot (2018) conducted a qualitative study on the causes of lack of discipline among secondary school students of Mauritius and indicated the family, learner's attitudes, educator's attitudes, principal's authority and leadership, and peer group pressure as the causes of learners' indiscipline. The study equally revealed that children who were left by their parents to look for other people to prove them with affection, care and love ended up being undisciplined at school. It was also reported that children of a dysfunctional families lack character education at home and at school as parents are bad role models for their children. In this study, the educators reported that they were disempowered and manifested this by playing a minimal role of learner discipline management. This study recommended that each school should have a school disciplinary plan, an effective school-parents partnership in order to promote a safe and orderly school environment and that the school should use appropriate behaviour policies to ensure that the school rules and regulations are respected by the learners. It was concluded that the causes of a lack of learner discipline originates from the attitudes of the people who form part of the lives of the learners in the school setting and at home.

Lomasontfo, Dlamini and Bhebhe (2017) investigated on the use of corporal punishment and its effects on students' academic performance in Swaziland using a descriptive survey design and a study population of 93 respondents. Qualitative data was thematically analysed and presented in a narrative form, while the quantitative one was analysed using descriptive statistics. The results of the study revealed that corporal punishment was a reality in schools and was a necessary method of class control though majority of the head teachers (80%) were of the view that corporal punishment hindered students' participation in class and creates inferiority complex among students. Arguably, most of the head teachers were of the view that corporal punishment

should be eliminated and students to be helped to achieve their goals and become better future citizens. It was also stated that corporal punishment left a scar on their bodies which caused some students to stop school. Therefore, the head teachers strongly agreed that guidance and counselling be used to help students to do the right thing and that parents and guardians be involved in the discipline of the students. This study concluded that administering corporal punishment has an effect on students' academic performance and helps as an effective method of class control. On the contrary, corporal punishment can hinder students' participation in class and make them to drop out of school. The study recommended that the Ministry of Education and Training should conduct awareness workshops and seminars about the effects of corporal punishment on students and that student teachers should be equipped with alternative methods of discipline such as counselling, reinforcement and rewards as well as positive discipline.

Mestry and Khumalo (2012) researched on the perceptions and experiences of the school governing bodies in managing discipline in rural secondary schools in South Africa through enforcement of a code of conduct using a qualitative research approach. The findings of the study revealed that many rural school governors still lack the relevant knowledge and skills to design and enforce a learner code of conduct effectively. The results of the study indicated that the use of the outlawed corporal punishment still exists and suggested that schools should find creative means of disciplining children and that there was a general lack of learner discipline that hindered the teaching and learning process. It was also stated that lack of parental support and learners' background hampered the implementation of learners' code of conduct in rural schools. This study concluded that though relevant legislations are in place, teachers and school management teams still use severe punitive measures such as corporal punishment to discipline children. The study therefore recommended that the proper design and effective enforcement of the code of conduct would address the learner discipline problems in schools.

Chohan and Khan (2010) investigated on the impact of parental support on the academic performance and self-concept of students. Their study aimed at examining the linkage between academic achievement and educational support provided to the child at home and whether this support directly or indirectly affects the child's self-concept.

Garegae (2008) reiterated that students' indiscipline was increasing at an alarming rate involving use of knives for fighting and drug abuse. The study attributed the growth of student misconduct to school regulations not being founded in the cultural strategies for disciplining children, and it affirmed that unless parents teach their children constructive behaviour, schools would not be free from indisciplined learners. The study thus, recommended that educators be given authority to administer any kind of disciplinary measures without any form of discrimination and that the parents and teachers should educate students on the impact of indiscipline.

In conclusion, a review of related studies on discipline management suggests that various schools have adopted a number of strategies on how best the discipline of the students can be managed. The studies cited took the mixed methods design and made use of interview guide and questionnaire survey as research tools. However, this study specifically utilized the phenomenological approach to establish the perceived influence of parental guidance skills on the management of students' discipline in secondary schools. Interview guide was the sole tool used in the collection of the data. Thus, whereas earlier studies utilized both the qualitative and quantitative methods of data analysis, this study utilized the qualitative method of data analysis which involved coding and transcription of data which contributed to the generation of themes.

Methodology

This section gives a description of the qualitative research design which was used to collect non-numerical data from a sample of four school counsellors, the procedures that were followed in the data collection process and methods of data analysis that were employed to arrive at the findings.

Research Design

The study adopted an exploratory research design because it aimed at discovering the parental guidance skills utilized in the management of students' discipline. This design was chosen because the researcher was interested in understanding the state of affairs as it exists without having direct control over the variables under investigation. Qualitative research designs are utilized to obtain in-depth non-numerical data to help develop a theory about a relationship (Obadara, 2007).

Study Population and Sample Size

This study took a population of six (6) school counsellors from the six (6) government aided secondary schools in Kapchorwa District. Four (4) school counsellors were purposively selected to provide the data needed for the study for the reason that they are directly involved on matters related to student discipline. Purposive sampling involves selecting a particular group from the population to constitute the sample because it is considered to be representative of the whole with reference to the characteristic identified in question (Sidhu, 1984).

Research Tool

The researcher made use of an interview guide to collect data from the four informants selected purposively. Interview method was preferred because it yields in-depth data on behaviours, opinions and feelings and above all, the interviewer has got control over the informant (Amin, 2005). The researcher used unstructured interview because it gives room for unexpected responses of significant value and also enables the informant to clarify misunderstanding or misinterpretation of questions through probing (Ifeagwu, 2011).

Validity and Reliability of the Research Tool

To establish the validity of the research instrument, the researcher sought for expert opinion from colleagues and purposive sampling was used to enhance the credibility and trustworthiness of the study findings (Grbich, 2007). Reliability of data was ensured by checking for consistency throughout the process of interviewing, transcribing, analysis and reporting of research results, and also by obtaining feedback from the informants in the study.

Data Collection Procedure

The researcher first informed the prospective informants about the future study after seeking for permission from the headteachers' of the selected schools. The dates for conduct of the interviews were fixed as agreed upon with the informants. The researcher made use of a voice recorder so as to capture all the responses given by the informant and the duration of each interview session lasted for between 15 and 40 minutes per informant. The entire exercise of data collection took one and half months as one informant would be interviewed after a lapse of a week. Each informant was interviewed twice for purposes of seeking for more clarification on some of the issues emanating from the earlier interview.

Methods of Data Analysis

The study aimed at finding out from the practicing school counsellors' perspectives, how parental guidance skills helped in enhancing students' discipline in secondary schools. The research data was transcribed using a transcription template which helped in generating a code sheet for each informant. A copy of the transcribed data was saved on an external hard disk. A number of themes were generated from the main ideas and major findings were derived from the themes which formed the basis for description, discussion, comparison and establishing relations among the various themes. The use of the phenomenological approach in this study involved using descriptions to discover different kinds of interpretations arrived at by the researcher based on the dominant themes generated in the study (Grbich, 2007). Lastly, the researcher gave possible explanations of the findings and implications through establishing how the findings are related to the literature obtained from the previous studies discussed in the literature review section of this article.

Findings

This section consists of a brief description of the main findings of the study which are presented according to the research questions using themes derived from the transcribed data. The abbreviations of I and DU represent informant and discourse unit respectively.

Counsellors Descriptions of Parental Guidance Skills vs Students' Discipline Management

The data showed that participants understood the concept of parental guidance skills vis-à-vis discipline management although some of them only gave a hint on it. One informant defined discipline management at school as "*how we*

manage the behaviour of the students, how we handle the behaviour of the students generally at school” (I 1, DU6). Another informant defined discipline as *“an orderly way by which students follow the school routine”* (I 1, DU8). An informant equally defined discipline management as *“a process by which we get on one-on-one of these culprits, we sermon them, interface with them and then we caution them and at times we reprimand them, sometimes we also invite parents”* (I 2, DU6). Other definitions included: *“Discipline management in the context of secondary school is a process of guiding learners and other stakeholders in school like staff on how to follow the school rules and regulations established”* (I 3, DU4). *“Discipline management is concerned with the behaviour of the students in the school, the behaviour of the staff and non-teaching staff, how they behave and how they actually interact with one another”* (I 4, DU2).

On the other hand, one informant said: *“parental guidance skills are skills, actually as a senior woman teacher, you have to handle the matters of the students in a parental way”* (I 4, DU14). To illustrate this, another one is quoted to have said:

... we invite them to come along with their daughters, we give them calls to come to school so that we attend to the cases together, share views about their daughters and when it comes to guiding, we both guide the parents and the committee members present guide the students together. (I 4, DU16).

Similarly, an informant reported that some of the parents had also been mentored by their own parents and therefore had some knowledge and skills to guide these students, and that they showed that they had skills to handle these students (I 4, DU20). Parents play a critical role in the upbringing of children at different stages of development as they are supposed to provide guidance (Baumrind, 1966). This is reiterated by Bowlby (1969) who contends that attachment behaviour in adults towards children involves responding to the needs of the child. In conclusion, teacher counsellors define parental guidance skills from the perspective of how parents intervene in handling indiscipline among children.

Ways in Which the Parents Provide Guidance to their Children

An informant stated that: *“parents provided guidance through talking to their children, sharing with them, getting closer to them because they need to be loved and since they are loved they think what one tells them is beneficial to them”* (I 1, DU42). It is extremely important that the school spares time to educate parents on how to handle children when they are at home and even when they are at school. An informant is quoted to have said:

Because we are in a changing environment, handling a child may not only take one single skill, it requires multiple skills and it is not only the responsibility of the parent. It is the responsibility of the teacher, the parent and even the local people around you... (I 1 DU62).

Another informant emphasized networking as an essential guidance skill to be utilized in the management of students' discipline. In this case, the informant is quoted to have said:

Parents must be involved and we have to network, we also have the teacher. The number of days we are with this learner, you find that teachers are with the learner most often. It is important that the teacher networks with the parents (I 2, DU18).

It was also reported that parents should have that listening ear as their children present their disturbing experiences and that they need to be given audience such that they can get the problem solved. It was suggested that this could be done through creating a conducive atmosphere where children can open up such that they can come in to be given an advice (I 2, DU20). This is supported by Onyango and Raburu (2018) who reported that provision of guidance and counselling services reduces students' strikes and tensions. In another development, an informant mentioned identifying the problem and also acknowledging the fact that these young ones are on the wrong and need to be helped by way of advising them (I 2, DU34). For purposes of emphasis, an informant remarked: "*Let's work as a team and let the parents take up their role*" (I 2, DU56).

This was supported by another informant who is quoted to have said: "*They are supposed to be sensitized on the discipline of their children, a number of them actually have the skills, others do not have at all instead they side with the learners*" (I 3, DU18).

Therefore, from the above two quotations, it is observed that discipline management is a collective responsibility which requires multiple skills and for this to be achieved, parents have to be brought on board. The parents need to have a courteous type of relationship with the learners such that disciplinary problems are resolved amicably (I 3, DU28). It was also reported that some parents claimed to be ignorant of the indiscipline cases and this reduced their participation in the management of discipline. For this reason, they were taken to expect the schools to manage the disciplinary issues (I 3, DU38). This suggests that parents seem not to be aware of the disciplinary issues at schools and as such, it calls for more sensitization and awareness drive for their involvement to be enhanced. This is supported by Philip (2013) who argues that parents play a pivotal role in shaping the discipline of students and how the students' misbehaviour is handled would to some degree depend on how the school cooperates with the parents. It can then be concluded that, the level and magnitude of parents' involvement in the management of students' discipline calls for team work and a couple of skills.

Parents' Need for Guidance Skills in the Management of Students' Discipline

The parents need guidance skills because the students spend about nine months at school and are with the parents for only three months. Some parents have a tendency of defending their own children when they are involved in indiscipline at school. An informant remarked:

He will always want to defend in order to ensure that the school may be able to retain the child because what happens according to school rules there are certain disciplinary cases that when a child is caught in the child is sent away so I think the parents really need to know that they are a key stakeholder in the study of their children (I 1, DU20).

This is contrary to Bandura (1973) who argues that parents are supposed to serve as role models for children to observe, imitate and model. It implies that some parents are not serving as good role models which partly accounts for the students' indiscipline in schools. Secondly, for the progress of these children, parents need to be there to listen to them and also learn what their children are good at. They should be able to understand the behaviour of their children such that they are able to help them (I 1, DU22). This finding is supported by Ajowi and Simatwa (2010) who observed that the contribution of head teachers, deputy head teachers and teachers towards giving enough time and resources to the guidance and counselling programmes was low.

Similarly, parents seem not to understand the growth and development changes that these children undergo. Children at some stage want a lot of freedom of which parents are also not ready to give in and at the end a rift between the parents and the children occurs. The parents are supposed to share with the children their personal experiences and feelings and give reason for whatever the children are experiencing for the management of their behaviour (I 1, DU38). Mncube (2009) asserts that it is the parents' responsibility to work closely with the school, help students with the homework and be involved in making decisions related to school activities. Similarly, Jinot (2018) reported that children of a dysfunctional family lack character education at home and at school as parents are bad role models for their children.

Additionally, the parents need guidance skills because some of them have abandoned their role of parenting and that of instilling discipline in the learners (I 2, DU22). Some of the parents are just negligent and not even empowered on some of these issues at school. This partly explains why they do not come to school when invited (I 2, DU28). The parents should play a role of guiding these young people while they are at home and teachers should equally come on board and encourage these learners to be disciplined because they are with them most of the time. There is also need to involve the community because there is a saying that "*to raise a child it takes the whole village*" (I 2, DU30). Findings also revealed that schools should take the lead in sensitizing parents on the indiscipline cases through giving them information pertaining indiscipline as they actually ought to know the behaviour of their children (I 3, DU46).

Management of student discipline is supposed to be done by a number of people but many times the school administration and the teachers manage the discipline. The parents think that the schools can actually do everything and yet they also have a role. "*If everybody played his or her role then management of discipline would be easy*" (I 3, DU52). The emphasis here is that school

administrations should work in collaboration with parents and other stakeholders in dealing with discipline related matters involving students.

Lastly, *“the parents need to be helped and guided so that they can also guide their own children at home”* (I 4, DU24). This is reiterated by Garegae (2008) who emphasized that unless parents teach their children constructive behaviour, schools would not be free from indisciplined learners. In a nutshell, parents need to acquire various skills to help in facilitating discipline among children, which apparently seems to be lacking as per the findings of this study.

Guidance Skills that May Help Parents in the Management of Students’ Discipline as Suggested by Counsellors

Parents should be accommodative by developing very good rapport with their children to be able to psychologically understand the children’s problems. Children experience a lot of stress at school and even at home they feel lonely and parents should be able to know how to handle such stress. So, *“parents should possess skills in stress management, having good rapport, listening skill, listening to the child not simply getting or being given direction”* (I 1, DU34).

There is need for parents to have problem solving skills. *“When some learners are involved in indiscipline, some parents, again accuse the administration for targeting the child which does not help to solve the problem”* (I 1, DU46). It is prudent that the parents acquire problem solving skills for them to be able to manage the discipline of the children. *“Sharing experiences is another skill that would help the parents in managing students’ discipline”* (I 1, DU52). This is supported by another informant who remarked that *“Some of the parents do not have the skills and so they are also experimenting as they were also not guided”* (I 1, DU54). Another had this to say:

Some of the parents don’t want to come closer to the children not knowing that having very good rapport with the child enables the parent to win the trust of the child and the child can open up. Parents can also be able to discover issues that are silent that they could not be able to discover. The parents also need to be creative in dealing with issues that are affecting the children (I 1, DU58).

Furthermore, *“the school administrators should involve all stakeholders, the communities around, the parents, Boards of Governors of school management committees by way of reporting indiscipline cases and by way of how to handle indiscipline where it is necessary”* (I 3, DU64). On this note another informant is quoted to have said: *“When we tend to guide these students, they then tend to support the aspect of it. Some change, some others continue to behave in the same manner and this has forced them to be expelled from school”* (I 4, DU26).

The nature of the parent-child interactions also influences the management of students’ discipline. *“The parents are expected to talk to children by reminding them of what they are supposed to do which calls for a lot in terms of guidance and counselling”* (I 1, DU16).

Providing feedback to the students is central in the management of their discipline. For instance, during school assemblies, students are given opportunity to obtain feedback on what transpired during the course of the week. Information regarding behaviour, career, and how students can progress from this level to the next is also passed on (I 1, DU18). *“The school should take the initiative to invite the parents for workshops and seminars to provide guidance skills on how to manage the discipline of their children and also identify some of the cases”* (I 2, DU42).

In conclusion, though the parents have some guidance skills in the management of students’ discipline, they still need a multiple of skills for them to effectively manage their children’s discipline.

Challenges Parents Experience in the Management of Students’ Discipline as Perceived by Counsellors

Among the challenges that parents experience, *“first and foremost, there is lack of information with regard to various forms of indiscipline. Sometimes parents do not know what is happening beyond the corridors”* (I 2, DU38).

Secondly, *“some parents are not involved, one because of the element of being shy, limited to information and failure to open up to their own children”* (I 2, DU44).

Failure by the school to fully implement the school rules and regulations was another challenge reported in the management of students’ discipline (I 2, DU52). It was also noted that:

The parents’ attendance of school meetings is low this is because sometimes others learn of the meeting when it has already taken place. Some complain that they are not given enough time to prepare for the meetings because they are normally organised on a short notice (I 4, DU46).

Lastly, *“there is failure by school administrators to conduct counselling sessions with the students, guide them, also encouraging them would help in handling cases of indiscipline”* (I 2, DU48).

Conclusions

Based on the study findings, the following conclusions were derived;

- There was less teamwork between school administrations and parents in the management of students’ discipline.
- Parents give little audience to their children which makes them not to express their issues freely and openly.
- There is poor parent-child relationship on matters regarding indiscipline which limits sharing of experiences in secondary schools.
- Parents lack adequate knowledge on the growth and developmental changes that children go through at various stages of development.
- There is inadequate sensitization of parents regarding management of indiscipline cases in secondary schools.

- Parents lack adequate guidance skills necessary for the management of students' discipline such as rapport, listening, creativity and communication among others.
- Schools do not fully implement the school rules and regulations.
- Parents have largely left the responsibility of discipline management to school authorities.
- There is low attendance of school meetings by the parents.

Recommendations

Basing on the revelation that there was less teamwork between the administrations and parents in the management of students' discipline, parents should be encouraged to work in collaboration with school counsellors and teachers so as to reduce on the number of indiscipline cases in secondary schools. Regarding the issue of the limited audience that parents give to their children, it is recommended that parents should be educated on how to establish good rapport with their children and win their trust to enable them disclose all the relevant information on issues affecting them.

School administrators should organise workshops and seminars geared towards educating parents on various issues affecting the students such that they get empowered to resolve them amicably. This would also serve as a forum for the parents to acquire adequate guidance skills necessary for the management of students' discipline such as rapport, listening, creativity and communication skills among others.

School administrators should fully enforce the school rules and regulations by empowering the committees and officers responsible.

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