



Role of parent's teachers association in enhancing discipline in secondary schools in Makeni City, Northern Sierra Leone

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Abstract

Despite the Government effort of ensuring community direct involvement and ownership of development projects in their locality such as education, the extent of parents input in students discipline through the Parent Teachers Association (PTA) remains obscure in many secondary schools. This study was to determine the role of Parents Teachers Association (PTA) in enhancing discipline in Public Secondary Schools in Makeni City, Northern Sierra Leone.

The study was guided by four research questions that investigated the following aspects: The activities of PTA in enhancing students' discipline, the extent to which PTA role enhances discipline, the challenges facing PTA in students discipline management and suggestions on how the PTA can be more effective in enhancing discipline. The study employed both quantitative and qualitative research methodologies with a cross-sectional survey and phenomenological design. The target population consisted of 4 Government assisted public secondary schools, principals, discipline masters, PTA members, class teachers, and all students of the 4 public secondary schools in Makeni City. The sample size consisted of 4 principals, 4 discipline masters, 36 class teachers, 36 PTA members and 160 students. Data was collected by use of interview guides, questionnaires, and document analysis guide, which were personally administered by the researcher. Quantitative data was analyzed in frequencies and percentages using SPSS version 20, while qualitative data was organized into themes and analyzed descriptively. Conclusions and recommendations were made based on the findings there of.

Keywords: association, enhancing, teachers, secondary schools

1. Introduction

1.1 Background of the Study

The involvement of parents in the management of various issues in schools is a development that seems to challenge practitioners engaged in school reform despite being a required component of many school improvement initiatives. A growing body of research such as Charles and Senter (2004) ^[24], Johnson and Duffet (2003) and Iqbal, Tatlarand Zafar (2011), show that successful parent involvement improves not only student behavior and attendance but also positively affects student achievement. Despite this important observation, many schools in most countries including Kenya continue to struggle with defining and measuring meaningful parental involvement, and many do not feel that their efforts are successful. The findings of a survey conducted in the United States of America revealed that approximately 20 percent of new teachers and nearly one fourth of principals identify their relationships with parents as a cause of significant stress in their jobs (MetLife, 2005). There is therefore need for parents to step in through the Parents Teachers Association (PTA), and forge a good relationship between teachers and students, as this will go along way in enhancing discipline in the schools.

According to Okumbe (2001), Parents Teachers Association is defined as an organization made up of parents and teachers of a secondary school. The main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents and teachers involvement. PTA can engage in various activities such as providing support or input to major school events. Channel parent's views on school policy issues to the school administration and contribute to school newsletter. They can also assist to organize and supervise co-curricular activities, fund-raise for their schools and enhance students' discipline. PTAs may have varying aims and objectives depending on the country where they operate, but there are some universal aims and objectives that seem to cut across all regions (Iqbal et al. 2011). They are charged with the responsibility of working for the well-being of every student of the institution, in the home and in the society. They can also enhance awareness and understanding of parents to the fact that they have a vital role to play in the provision of quality education. They encourage parents' involvement in improving the standard of the institutions. It is also their duty to create awareness among the people involved that optimum use should be made of the educational facilities being offered by the government.

PTA also aims to motivate parents especially in the rural areas, to send their children to school. It is their responsibility to find ways and means to decrease students' dropout ratio and teacher absenteeism in the institutions. They can achieve all these by developing a congenial and harmonious relationship between parents and teachers avoiding bureaucratic rigidity on either side (Iqbal et al. 2011). The researcher sought to find out if the PTAs in Makeni City public secondary schools were carrying out the above stated roles effectively, which can enhance discipline in the students and produce good results.

1.1.2 PTA and Discipline in Schools

Discipline in schools is very significant since it contributes a great deal towards maintenance of order. It involves the management of the behaviours of students through conduct codes and security methods, suspension and punishment. Discipline can be enhanced by teachers together with school social workers and to some extent parents (Cameron, 2006) [21]. Enhancing learner discipline in schools seems to be a universal challenge. Joubert and Prinsloo (2000) assert that discipline has been deteriorating and learners have little respect and trust for teachers. This situation is very detrimental to the effective management and running of schools. According to Charles (1996) lack of discipline in public schools seems to be a universal problem that contributes to teachers leaving the profession in countries such as UK and USA.

The need for this collective approach to students discipline issues in Makeni City educational Zone cannot be gain said. Most of the schools in Makeni City Educational Zone are within reach of the fast growing and ill planned cosmopolitan Makeni City.

1.2 Statement of the Problem

The level of discipline maintained in secondary schools will largely depend on the willingness of the school principal to enlist support from parents in maintaining discipline (Kiumi, Bosire and Sang, 2009). In spite of existence of PTA in all public secondary schools in Makeni City Education

Zone, the high prevalence of indiscipline cases among students connotes a serious disconnect between parents, teachers and students. Document analysis from Bombali District Education office (MBSSE, 2013) and information gathered from Bombali District District Education Officer, reveals that there exists worsening secondary students' indiscipline. Students in school uniforms are often found roaming in market centers during school hours. Class attendance registers show a shocking truancy trend among students. In one of day secondary school, a teacher complained of teaching different students every day of the week and thus severely undermining his efforts to cover the syllabus in time. Absenteeism is a major area of indiscipline in schools. Reid (2006) in his study reported a positive correlation between performance and school attendance. Parents should therefore make sure their children attend school regularly for better performance.

1.3 Research Questions

The study was guided by the following questions:

1. What activities do Parents Teachers Association (PTA) use in enhancing discipline in public secondary schools in Makeni City Education Zone?
2. To what extent are the PTA activities used in enhancing discipline effective in Makeni City public secondary schools?
3. What are the challenges facing PTA in enhancing discipline in public secondary schools in Makeni City?
4. Which measures can be put in place to enhance PTA roles in enhancing discipline in public secondary schools?

1.4 Significance of the Study

This study aimed at establishing the activities undertaken by PTA in enhancing discipline in public secondary schools in Makeni City. It also sought to assess the effectiveness of PTA activities in curbing students' unrests, restraining rogue students and restoring hope and determination to students exposed to obnoxious environment. In addition the study endeavored to identify innovative strategies in which PTA can employ as they encounter the emerging intricate indiscipline issues.

The findings of the study were expected to provide deep insight to all education stake holders into the role of PTA in students' discipline. New and potent methods of dealing with digital era indiscipline cases and in conformity with the Basic Education Act might be brought forth. The research findings also will influence policy makers in the ministry of education to entrench more powers to PTA in cognizance to its crucial role in enhancing students' discipline.

1.6 Theoretical Framework

This study was based on two behaviorist theories of school discipline. These theories are Behavioral modification model by Skinner (1992) and Assertive behavioral model by Canter and Canter (1997). Skinnerian model takes its starting point from the fact that behavior that is rewarded tends to be repeated, while behavior that receives no rewards tends to be eliminated.

This theory was chosen because this research study was focused on the role played by PTA in enhancing students discipline in secondary schools amidst numerous legislations and acts geared at eliminating human and specifically children's rights violations. According to this theory, in maintaining discipline one generally rewards good behavior

and punishes bad behavior. The Skinnerian model assumes that behavior is learnt and that reinforcements contribute towards achieving good behavior, when reinforcement procedures are used to shape a learners behavior in a desired direction. It is vital that educators who utilize this model consider their own behavior and how it may be used to reinforce good behavior among students by being role models. Skinner believes that consequences shape an individual's behavior. He focused his approach on reinforcement and reward.

1.6.1 Strengths of Skinner Behaviorist Theory

Reinforcement procedures are used to shape a learners behavior in a desired direction. Educators reward good behavior by praises and by giving prizes, while punishing undesirable behavior by withholding all rewards. Students, who perform well, show improvement in their academic work and excel in co-curriculum activities, are rewarded, while those who misbehave are ignored, but not punished. This will make the misbehaving students change their attitudes and behave well to receive rewards too. In addition, students who adhere to the laid down regulations with little or no infractions should be duly recognized as a signal to maintain the desired behavior. According to Skinner Behaviorist theory, the effective use of reinforcement should make the use of punishment unnecessary. Reinforcement is a positive way to discipline students, as all students will want to behave well in order to get rewards.

1.6.2 Weaknesses of Skinner Behaviorist Theory

Strategies such as ignoring errant students may be counterproductive in persuading students to behave appropriately. Students may regard misbehavior as a way of getting attention though negative from educators, and may persist with negative behavior. This is aggravated when their misbehavior is positively rewarded through the attention and sympathy that they receive from peers. The behaviorist theory also supports rewards for good behavior which may not be practical to achieve since schools have huge numbers of students. This may not necessarily be the reason since some cases of indiscipline might reflect bad influence that may need urgent correction.

1.6.3 Justification for using Skinner Behavioral Model Theory

The Skinner behavioral modification theory is of great practical application in dealing with students' management in and out of classroom. When this theory is applied ethically and professionally, it works better than other theories that use negative reinforcement (LeClaire and Rushin, 2010). Coincidentally, the United Nations Bill of Rights (1948), Sierra Leone's constitution (2010) Chapter 4 and the Basic Education Act all seem to reinforce the approach to behavior change as advocated by Skinner's behaviorist theory. Specifically, the Sierra Leone's Basic Education Bill (2013) part four subsections 36(1) categorically prohibits any pupil to be subjected to torture, cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. It is therefore obvious that education stakeholders have to abandon some of the traditional methods of handling students' indiscipline and instead conform to ideals as espoused in the Skinners' behaviorist theory. This study will use this theory to find out if PTA is applying the use of positive reinforcement to reward students who are

disciplined. The rewards can be in the form of praises for a good behavior or work well done; free time to be with friends; material rewards or monetary rewards.

1.6.4 Canter and Canter Assertive Behavioural Model

The second theory that undergirds this study is the Assertive behavioural theory developed by Canter and Canter (1992). They developed an approach which they termed as "assertive discipline" that cannot be described as purely behaviorist in nature, but does contain elements of a behaviourist approach. Assertive behavioral theory was chosen to guide this study since in the absence of physical punishment teachers and parents are still expected to be pro- active and decisive in students discipline issues. This can only succeed when they are firm and assertive instead of embracing *Leissez faire* approach to emerging issues. Proponents of this theory assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for the teacher to accomplish his or her teaching objectives. Assertive discipline is unique model in that it provides a system of dealing with behavior at the time it occurs, through a plan that makes the learners responsible for their behavior and resulting consequences (Rachlin, 1991).

1.6.5 Strengths of Canter and Canter Assertive Behavioural Theory

According to the Canter's (1992) key ideas that form the core of assertive discipline include the fact that students have rights and that they need a caring educator who will provide warmth attention and support. Educators must be assertive and communicate their needs freely; they should also provide a model of good behavior. Assertive discipline is premised on the notion that the educator's attitude influences his or her behavior that in turn influences learner's behavior.

Assertive educators also know when and how to instill good behavior. Being assertive is different from being aggressive. The goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking calm but firm control shows assertiveness by calmly enforcing agreed-upon rules of conduct. Assertive educators do not express an intention to hurt, but want to help. It is a system that allows educators to invoke positive and negative consequences calmly and fairly and is a technique for dealing with difficult learners and teaching the class as a whole how to behave. This theory is also easy to administer because a clear standard plan of rules and regulations is drawn is a simplified way for all concerned to understand.

1.6.6 Weaknesses of Canter and Canter Assertive Behavioral Theory

Assertive discipline cannot be effective without communication. Any discipline management system the educator wishes to implement should first be discussed with school management because both the management and the parents should be aware of the proposed system. This will ensure that the parents know of the educators' attitude regarding the importance of good conduct and its influence on teaching and learning. However some parents may fail to support the proposed consequences to the offenders resulting in time wasting conflicts. It deals with students' classroom behavior more than the behavior problems they may exhibit outside class (Mottapi, 2007). Assertive discipline approach has also failed to work effectively where it is used by a few teachers in a school thus attracting hostilities from students.

1.6.7 Justification for using Assertive Behavioral Theory

The Sierra Leone's Basic Education Act (2013) has explicitly stated the importance of involving all education stake holders in all decisions that affect students. Unlike in the past, a student representative is mandated to be present in a board meeting, students are also actively involved in selection of students governing council and drafting the school's rules and regulations. Therefore the assertive theory is of much relevance since it advocates the setting of expected behavior and the resulting consequences which are visible to all.

1.6.8 Relationship between the two theories of Skinner and Canter

The two discipline theories are similar because both of them are simple and easy to understand. They have a discipline plan that outlines consequences for misbehaving, and treat each fairly and equally. They supplement one another.

However the Skinner theories as some weakness of laying down firm rules, which is why the assertive theory of Canter and Canter, which is consisted and firm was used as a second theory in this study.

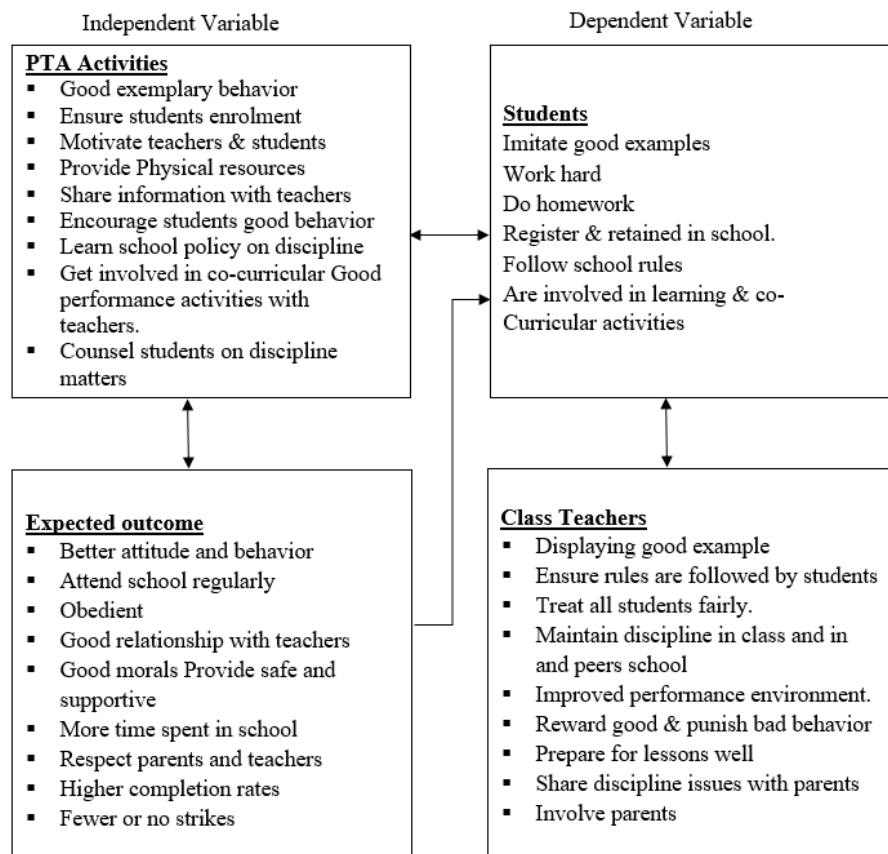


Fig 1: Relationship between variables

This study was based on the concept that: When teachers, Parents and students work closely with mutual respect and understanding, they can forestall any kind of impediment to provision of quality education such as indiscipline. The success of such tripartite cooperation is largely dependent on teachers' and parents' level of commitment to roles and readiness to keep abreast to fast changing environment. The researcher formulated a conceptual framework for this study as illustrated in figure 1.1

1.8 Operational Definition of Key Terms

PTA: Parents teachers association is an organization which represents parents and teachers of a given school.

Discipline: Training given for the improvement of self-control, in order to obey rules and regulations and also respect authority. A discipline student is well behaved and keeps order and good morals in and outside school.

Parent: In a school setting, a parent could be a father/mother, a guardian, member of the local community or any other person responsible for the school children. This study dealt with parents who representing each class from Form 1-4.

Public school: A school that is fully owned and managed by

the government of Sierra Leone, like the five public secondary school in Makeni City.

Students: A person in a formal setting, for example a school, being taught to follow some course of instructions or training e.g. the secondary school students in Makeni City public schools.

2. Review of Literature

Introduction

Review of related literature is a scholarly critique of the status of knowledge of a carefully defined topic. It focuses on past studies that are closely related to the subject under investigation (Mc Millan and Schumacher, 2011). Literature review is conducted to generate a picture of what is known about a particular situation and the knowledge gaps that exist in the situation. In this study, the review of related literature consisted of relevant information required to address the research questions raised in chapter one. It particularly focused on the roles of Parents Teachers Association (PTA) in maintaining discipline in public secondary schools, the benefits of PTA involvement, the challenges PTA face in carrying out their activities in schools, and the suggested

measures to address the challenges in order to solve the discipline issues in schools.

2.1 Roles of Parents Teachers Association

Farrant (2014), notes that roles are the particular tasks or duties undertaken by people in the course of their work. A growing body of research suggests that parents play a larger role in their children's education. According to Marchant, Sharon, and Rothlisberg (2010), parents are the primary agents of socialization in the society. They observe that it is within the family relationships that children learn their first lesson in social living and social behavior. Parents are crucial agents of socialization in the society. This understanding is grounded in the observation that parents train the child on the roles of behavior and thus set the child's basic personality pattern from early childhood to the adolescence (Nasibi, 2013).

Mabeba and Prinsloo (2010) argue that parents have a very important role to play in supporting teachers to maintain discipline in public schools. PTA can assess the school rules and values to make sure they are clearly stated and can be understood by the students. They should also ensure all students are treated fairly and without personal preferences or prejudice. Students should be encouraged by PTA to ask questions and are be counseled when they have problems or when they make mistakes. In addition PTA should set a good example by not breaking rules such as not smoking or using drugs in school or at home (Nzuve, 2012). However many parents or PTA officials have no time to go to schools and follow up on this, leaving all the above mentioned activities to teachers. If these parents would get more involved in the students school lives, many of the unrests could be avoided. This study sought to find out if parents in Ongata Rongai schools through the PTAs assess their children's school rules to see if they are clearly stated for easy understanding.

2.2 Effectiveness of PTA activities

According to the council of PTAs in Atlanta, Georgia, dubbed Georgia PTA (2013), Parents Teachers Association promotes the welfare of children and youth not only in schools but also at home, in the community and places of worship. The PTA is also charged with the responsibility of raising the standards of life for young people and to secure adequate laws for their care and protection. This will bring into closer relation the home and the school so that parents and teachers may cooperate intelligently in the education of students. PTA should also develop between educators and the general public such united efforts as will secure the highest advantages in physical, mental, social and spiritual education for the students.

The Georgia PTA council failed to recognize the fact that the constraints of life these days for both the parent and the teacher may not allow them to follow the youth on their daily activities. Moreover children these days know their rights such that any correction on their bad behaviour might be considered infringement on their rights (Convention on the Rights of the Child-UN Assembly in Resolution 44/25, 1989). The idea of checking on youth activities closely, cannot however be dismissed wholesome as it can help shape the characters of the young people when approached with caution. The researcher wanted to find out if this idea of closely monitoring students' activities is being practiced by the PTAs in Ongata Rongai Zone to benefit their schools and maintain discipline.

According to Maurice (2002), PTA involvement in schools produces measurable gains in student achievement. Parental involvement through PTA, and with the school, is vital and can produce greater achievements and rewards to all concerned. Mbiti (2007) argues that the parent body of any school has a rich fund of skills and expertise, knowledge and experience that goes beyond the capacities of their teachers. This resource should be harnessed to support and improve the education of the young people holistically. However many schools do not involve parents in many of their activities citing lack of knowledge and skill in school affairs. This study sought to find out if schools in Ongata Rongai involve parents in school activities.

Christen and Sheridan (2010), concurs with Maurice (2002), that when parents are fully involved in their children's education, the children earn higher grades, they are well behaved and stay in school till they finish form four. When both parents and teachers (PTA) work together, communicate and build a family and school partnership, everyone reaps the benefits.

2.3 Challenges faced by PTA Maintaining Discipline in Secondary Schools

There are several challenges that PTAs face in their efforts to maintain discipline among public secondary schools. Makori and Onderi (2012) while giving an example from the Sierra Leone experience confirmed that there are conflicts between the Board of Management (BOM) of a school and the PTA. Each of these bodies feels that they are better placed to handle discipline matters in public secondary schools. These forms of conflicts discourage harmony and lead to poor working relationship between these two bodies. This makes it difficult for them to achieve their objectives as required. Role conflict occurs when individuals do not know what each should do and find themselves wanting to do the same thing. Lack of recognition of the PTA in the education act until recently made it difficult for the organization to have the legal capacity to discharge its responsibilities in maintaining discipline in schools.

Role confusion also occurs in a situation where an individual has trouble determining which role to assume. According to Makori and Onderi, (2012), parents experience role conflicts and confusion through the BOMs and PTAs, because they are not expected to interfere with the running of schools, yet they are expected to co-operate with the administration to manage the schools. Role ambiguity occurs when roles are inadequately defined or are substantially unknown. In this case, the parents or their representatives (PTA) are not sure how they should act in certain situations.

Makori and Onderi further stated that, where role conflict and role ambiguity exist, satisfaction and commitment are likely to decline. This theory explains why the parents through BOM and PTA are less involved in many school activities. This study sought to establish the specific roles PTA can play to maintain discipline in schools, and whether there existed conflict and confusion between them and their counter parts Board of Managements on which roles they should either perform.

Oyetunde (2009) indicates that there are different forms of violence that exist in secondary schools and they are a challenge to the maintenance of discipline. Violence is one of the acts of indiscipline found at every level of education be it tertiary, secondary and primary though at varying degrees. Oyetunde argues that there is hardly any week or month when

cases of violence at secondary or tertiary level of education will not be reported in the media. It does not matter whether the level of violence and magnitude found in the institutions is the same but what is evident is that violence is prevalent in schools. The frequency of this violence is quite overwhelming and makes it very difficult for PTAs to maintain discipline in schools. The researcher sought to find out whether there are many cases of violence occurring in Makeni City, and how the PTAs are dealing with it.

The increasing number of enrolment in schools especially in some African countries has made it difficult for PTAs to maintain discipline in schools. According to Abdulkareem, Fasasi and Akinnubi (2012), there has been an increase in the number of children enrolling in schools. This expansion and enrolment with fewer resources to address the situation has made the management and maintenance of schools very complex. This has an implication to the maintenance of discipline by PTA since they have to deal with an increased number of discipline related cases. This overwhelms the PTAs thus making it difficult to achieve the objective of maintaining discipline in schools.

2.4 Measures to Enhance Parents Teachers Association Roles in Schools

There are many things that should be done to enhance parental involvement in their children's schools at secondary level, but the success of any program will depend on the support and willingness of the head teacher to incorporate parents in his/her school activities. Some school heads have an open communication system with parents, in which parents are encouraged to give their ideas, opinions and suggestions to school matters (Ekundayo & Alonge, 2012). The principals are the key contributors to helping parents and other educators understand each other and work together to achieve their schools' objectives. According to Simatwa (2012), the school must convince parents that they are meeting their objectives by maintaining good discipline and high academic standard in order to enjoy more support from them. The study sought to find out if the school heads in Makeni City cooperate with parents through PTAs to enhance their involvement and support in maintaining discipline in order to achieve the schools' objectives.

3. Research Design and Methodology

3.1 Introduction

This chapter describes the research design and methodology that was used to conduct the already established research questions. It presents a detailed description of the selected research design. It describes in detail what was done and how it was done. The research design, target population, sampling design, sample size, data collection instruments, procedures and analysis, reliability and validity of the research instruments and ethical consideration were discussed.

3.2 Research Design

The study employed both quantitative and qualitative research approaches where a cross-sectional survey design was combined with phenomenology. Quantitative research is the collection and analysis of numerical data in order to describe, explain and predict or control phenomena of interest. Numerical data is used to perform statistical analysis and the results are used to answer the research questions and generalize to the target population (Ogula, 2005). A cross sectional survey research design is appropriate for getting

information at one point in time to describe the current characteristics of randomly selected samples from each of the components at the same time. It enabled the researcher to gather information from various respondents of public secondary schools in Makeni City within one term. It was also an appropriate system of getting information at one point in time so as to describe the current characteristics of the samples in their existing condition. According to Gall, Gall and Borg (2007), the survey research yields much valuable knowledge about opinions, attitudes and practices of participants. Its weakness is that it does not bring out the direct voices and the context in which the participants express themselves. That is why the phenomenological design makes up for this weakness (Cresswell and Clark, 2007).

Phenomenological design was used for the qualitative research, where interview guides and document analysis guides were used to collect first-hand in-depth information to supplement data gathered using the survey design. This design is straight forward, and gets deeply into the research setting to obtain understanding about the way things are and how participants perceive them (Gall et al, 2007).

3.3 Study Location

This study was conducted in Makeni City which is an administrative City of Bombali District. The town is largely cosmopolitan, accommodating residents of diverse cultures, education levels, religion and both working class and businessmen/women. It covered 4 out of 5 public secondary schools, the 5th school being used for Pilot Testing. Preliminary background studies done by the researcher identified students' indiscipline as the major problem bedeviling secondary schools in this region, and thus, confines the study to PTA roles in enhancing students' discipline.

3.4 Target Population

There are fifteen Government Public Assisted Schools ; four mixed day schools in the District Education Office (MOE, 2013). One mixed day school took part in the pilot study. The remaining four schools formed the target population. All Principals, discipline masters, class teachers, PTA representatives and students constituted the target population of respondents in the study.

As the school overall manager, Principal's approach to students' discipline and level of enlisting parents and teachers support forms an important part in school discipline management.

In most schools, discipline cases are first handled by discipline masters and class teachers. However serious cases are handled by the principal who might also invite the parents. It is therefore necessary to include all the key people directly involved in handling students' discipline. PTA representatives are included because they represent the entire population of parents and teachers. Students have been included because their discipline issue is the main reason for this study and because they link the school and their parents.

3.5 Sample and Sampling Techniques

Kombo and Tromp (2006) assert that an effective population sample is one that attempts to be as diverse as possible and should use a large sample so that any generalization to the whole population is done with confidence.

The three mixed day schools in the study have two streams each while the only boys' school has three streams. Thus,

there were 36 classes in the 4 schools. It therefore follows that there are 36 class teachers and 36 parents' representatives. The 3 PTA executive members in each school are normally drawn from these parents.

Automatic Inclusion sampling was used to select all the 4 principal and the 4 discipline masters. Census sampling was used to select 36 class teachers and 36 PTA representatives. Stratified and simple random sampling was used to select students, so as to ensure that all the key groups in the population were involved. According to Mc Millan & Schumacher (2011), this technique involves "dividing the population into sub-groups or strata on the basis of a variable the researcher has chosen" such as gender, age or education

level. According to stratified sampling the students were divided into sub-groups of gender to ensure both boys and girls were involved. They were also grouped according to age, so as to include students of all ages. In order to pick students of all classes another sub-group of education level was drawn. Samples were then picked using simple random sample from each sub-group, and 40 students were selected from each school to get a sample of 160 from a total population of 1500 students.

Therefore, using simple random sampling technique the researcher randomly selected 50% of the boys and 50% of the girls. Table 3.1 shows the sample size distribution.

Table 1: Sample Size Distribution

Participants Target	Population	Sampling Technique	Sample Population	Percentage
Principals	4	Automatic Inclusion	4	100
Discipline Masters	4	Automatic Inclusion	4	100
Class Teachers	36	Census	36	100
PTA Representatives	36	Census	36	100
Students	1500	Stratified /Simple Random	160	10.7
Total	1580		240	

Gay (1996) postulates that 10% to 20% of the population is sufficient for reliable findings. Thus a representative sample of 160 students which constitutes 10.7% of the entire population was adequate for reliable findings. The principals, discipline masters, class teachers and PTA representatives were all included 100%, in the research because they had rich information concerning the study.

3.6 Data Collection Instruments

The researcher employed the following 3 types of research instruments: questionnaires, semi-structured interview guide, and document analysis guide. The selection of these tools was guided by the nature of data to be collected, the time available as well as the research questions of the study.

According to Altrichter, Feldman, Posch and Somekh (2008), the use of several research instruments or methodological triangulation is the surest way of minimizing threat to both internal and external validity. They further contend that triangulation gives a more detailed and balanced picture of the situation. In the same vein, Cohen and Manion (2000), regard triangulation as an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint.

3.6.1 Questionnaires

Kothari (2005) considers questionnaires as the heart of a survey operation. Uses of questionnaires allow greater uniformity in the way questions are asked and hence ensuring greater comparability in the process. In addition, the respondents feel free to give frank answers to sensitive questions since they are not required to disclose their identity. The questions were carefully prepared to ensure that the respondents were able to understand what they were required to do.

Class Teachers' Questionnaire

The questionnaire had four sections. Section A dealt with biographic data of the respondents. Section B sought information on roles of PTA and the extent to which these roles are effective in enhancing discipline in schools. Section C dealt with information on the challenges PTA face on their

involvement to enhance discipline in public secondary schools. Section D handled information on the possible solutions to enhance PTA involvement in public secondary schools (Ref. Appendix I).

Parents' Questionnaire

The questionnaire consisted of four sections. Section A gave demographic information of the respondents. Section B sought information on the roles of PTA and the extent to which their roles are effective in enhancing discipline in public secondary schools. Section C dealt with information on the challenges of PTA involvement in schools. Section D handled possible suggestions on how to improve PTA roles in schools (Ref. Appendix II).

Questionnaire for Students

This questionnaire had four sections. Section gathered demographic information of the student; section B sought information on the roles of PTA and the extent to which their roles are effective in enhancing discipline in public secondary. Section C inquired information on the prevalence of indiscipline cases in schools. Section D dealt with challenges facing PTAs' involvement and ways of involving them more in enhancing discipline in public secondary schools (Ref. Appendix III).

3.6.2 Interviews

Interviews are person to person verbal communications in which one person asks the other questions intended to elicit information or opinions. According to Mugenda and Mugenda (2013, pg. 83), "an interview is an oral administration of a questionnaire or an interview guide" which makes it possible to obtain detailed information required to meet specific objectives of the study, as one question provokes another question for more details.

Interview Guide for Principals

In order to get in depth information on management of students' discipline, semistructured interview guides were used to gather information from principals. Kothari (2005)

describes a semi-structured interview as one that involves not only the use of a set of predetermined questions and of highly standardized techniques of recording but also includes some questions which can generate varied responses from interviewees. The principals' interview guides had open-ended and closed-ended questions (Ref. Appendix IV).

Interview Guide for Discipline Masters

Discipline Masters, who are usually deputy principals were interviewed since they are the first ones to deal with indiscipline cases before they are reported to the principals. Their interview guides were also semi-structured with some open-ended and closed-ended questions (Ref. Appendix V).

3.6.3. Document Analysis Guide

According to Mitchell and Jolley, (2009), a document analysis guide is a critical examination of public or private recorded information related to the study. They also stated that it enables the researcher to obtain data that are accurate because the respondents have given attention to compiling them. It also saves time and expenses in transcribing because the records are analyzed as they were obtained.

The researcher used document analysis guide to collect primary data on the recorded discipline cases and how they were resolved. Minor punishment book was to shed light on the daily infractions teachers deal with while the school major offence or „Black“ book provided information on students' serious offences. In addition the daily occurrence and school log book content revealed vital information on overall school management. PTA activities file was also scrutinized in order to collect vital information on, frequency of meeting; deliberation of students discipline issues and short term and strategic plan on students' discipline. (Ref. Appendix VI).

3.7 Validity, Pilot Study and Reliability of Instruments

3.7.1 Validity of Instruments

Validity is the most important consideration in developing and evaluating measuring instruments. It is the extent to which an instrument measures what it is designed to measure (Ary, Cheser, Jacobs, Razavieh & Sorensen, 2006). The researcher used content validity which is the degree to which data is solicited using a particular instrument to represent a comprehensive coverage of specific domains or content of a particular concept. Pilot testing was used to reinforce the validity of the instruments. A pilot test was done in one of the schools in the Zone, and this enabled the researcher to identify any deficiencies in the instruments, like unclear instructions, inadequate space to write responses, clustered questions, wrong phrasing of questions and wrong numbering among others.

3.7.2 Pilot study

A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve its quality and efficiency (Lancaster, Dodd & Williamson, 2004). A pilot study was carried out in one of public secondary school in Ongata Rongai Zone. The school did not take part in the actual study. Eight class teachers, twenty students, one principal, four PTA representatives, and one discipline master responded to questionnaires and interview guides. After a period of one week the same instruments were readministered to the same respondents to establish the consistency in answering the questions. The respondents were requested to complete the questions and

then comment on the clarity of instructions, the relevance of individual items, and whether they had enough space to fill the answers. The findings of the pilot study were used to determine the validity and reliability of the research instruments. This enabled the researcher to identify any deficiencies in the instruments, and to determine the extent to which the instruments were useful in collecting data from the field.

3.7.3 Reliability

Reliability of an instrument concerns the degree to which a particular instrument can consistently yield a similar result over a number of repeated trials (Orodho, 2005). To ensure reliability of research instruments the test-retest method which involves administering the same instrument twice to the same group of respondents with time lapse between the first and the second test was used.

The two sets of data for students, class teachers, discipline masters, principals and PTA representatives were correlated by use of SPSS version 20.0 and their respective Spearman reliability coefficients were 0.72, 0.66, 0.71, 0.65, and 0.76 respectively. Table 3.2 shows the summary of reliability test results.

Table 2: Summary of Reliability Tests Results

Respondents	N of Cases	N of Items	Alpha
Students	20	23	0.72
Class Teachers	8	28	0.66
Discipline Masters	1	13	0.71
Principals	1	12	0.65
PTA Representatives	4	27	0.76

n=20 for students, 8 for class teachers, 1 discipline master, 1 principal, 4 PTA representatives

According to Berthoud (2000) a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Since the instruments had a mean reliability coefficient of 0.7, the researcher used them to collect the actual data from the sampled schools.

3.7.4 Qualitative Reliability of Research Instruments

According to Creswell (2009); the reliability of research instruments in qualitative data focuses on the researcher for being the instrument itself. In qualitative research, both validity and reliability are treated together. Credibility refers to confidence in the findings from informants and the context in which the study was undertaken (Lincoln and Guba 1985). In this study, the researcher allowed respondents to consent to participate in the study, the right to withdraw and encouraged them to be frank. Respondents were assured that the status of the respondent was independent and the findings would be treated with confidentiality and would not used to implicate them whatsoever.

The dependability of quantitative reliability indicates that the findings are steady if the study could be repeated. The researcher ensured employment of triangulation of data collection methods. In addition, the researcher reported in detail the processes within the study, thereby enabling the future researchers to repeat the work, if not necessarily to gain the same results.

3.8 Data Analysis Procedures

Upon completion of the data collection, the field questionnaires were sorted out, coded and entered into the computer for analysis, using SPSS version 20. Quantitative

data was summarized into frequencies and percentages. The findings were presented using tables, charts and graphs, and explanations given. Inferential analysis was used to draw conclusions about the relations and differences in the results. The researcher used the sample statistics to draw conclusions about the population from which the sample was drawn. Qualitative data from the interview guides and document analysis were edited, ambiguities removed and categories created using codes. The data in each category was summarized and the findings were presented using narratives and direct quotes. The most common response was considered to be most prevalent in determining the role of PTA in enhancing discipline. The findings were presented using tables and charts with their explanations and finally the results were interpreted, conclusions drawn and recommendations made.

3.9 Ethical Considerations

The researcher at all times observed the ethics of research. Some of the ethical issues to consider normally include privacy, confidentiality, and sensitivity to cultural differences, gender and anonymity (Kitchin and Kate, 2000). Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Kothari, 2004), were also observed.

4. Data presentation, Interpretation and Discussion of the findings

Introduction

This chapter presents data and discussions of the findings on the role of Parents Teachers

Association in enhancing discipline in public secondary schools in Makeni City. The study targeted head teachers, discipline masters, class teachers, PTA representatives and students. Data were obtained using questionnaires, Interview guides and document analysis guides. The findings were presented in frequency distribution tables, graphs and pie charts. They were presented according to the research questions. Table 4.1 shows the actual response rate of the participants;

Table 3: Participants' Questionnaires return rate

Represents	Expected	Actual	Return Rate %
Head teachers	4	4	100
Discipline Masters	4	4	100
Class Teachers	36	31	81.6
Parents	36	26	72.22
Students	160	153	95.63
Total	240	218	90.83

As shown in Table 4.1, three target groups did not meet the initial targeted numbers. This was because some class teachers took a long time after receiving the questionnaires and efforts by the researcher to follow them up proved futile. Some of the parents contacted refused to respond claiming that they cannot write. Efforts to ask them questions contained in the questionnaires were not accepted. Some students were sent home immediately after receiving the questionnaires and did not come back even after two weeks. The lowest return rate in this research was 72.22%, which is very good, according to Mugenda and Mugenda (2003). They have reported that "authors feel that a return rate of 50% is adequate for analysis and reporting, while a response rate of 60% is good and a response rate of 70% and above is very good.

Therefore 72.22% rate is a very good return rate for the parents.

4.1. Demographic Information of the Participants

This part describes the demographic features of the participants. The aspects of interest to the study were gender, age, and education level, type of school and length of service of the respondents.

4.1.1. Demographic Information of head teachers

This part presents demographic information of head teachers. Data were collected, analyzed and presented in the table 4.2

Table 4: Distribution of demographic information of head teachers

Variable		Frequency	Percentage
Gender	Male	2	50
	Female	2	50
Total		4	100
Age bracket	41-50 years	4	100
School type	Mixed	3	75
	Boys only	1	25
Total		4	100
Educational level	B.ED	3	75
	M.ED	1	25
Total		4	100
Length of service	10-20 years	1	25
	Over 20 years	3	75
Total		4	100

The data presented in Table 4.2 shows that by gender, half of the head teachers were male and the other half were female. These percentages are in line with the current gender policy, as the female head teachers have a more than 30% representation. Concerning age bracket, all the head teachers, 100% are between 41-50 years. This age bracket is supposed to be favourable in enhancing discipline because they are mature, have enough wisdom, and know how to handle students in discipline cases.

In terms of educational level, majority, 75% of the head teachers were bachelor's degree holders while 25% were master degree holders. This assumed to be good because all the head teachers are trained to high levels that enable them to handle discipline cases. As for length of service, majority of the head teachers 75% had served in the teaching profession for more than 20 years while a minority 25% had served between 10-20years. This shows that most principals had enough experience of dealing with discipline cases since they had served in the schools for a long time they could understand well the discipline issues of the students and therefore should handle them successfully.

4.1.2 Demographic information of Discipline Masters

This section sought information concerning gender, age bracket and type of school of discipline masters. This is presented in Table 4.3.

Table 5: Distribution of discipline masters

Variable		Frequency	%
Gender	Male	3	75
	Female	1	25
Total		4	100
Age bracket	31-40 years	1	25
	41-50 years	3	75
Total		4	100
Type of school	Mixed	3	75
	Boys only	1	25
Total		4	100

The data presented in Table 4.3 shows that by gender, male discipline masters were dominant 75%, while 25% were female.

Concerning age, it is clear that majority of the discipline teachers 75% are between 41-50 years. Teachers in this age bracket have been working for the past 11-25 years and can be accommodative and understanding, which is a form of guidance and counseling, necessary as a form of good discipline.

In terms of type of school, a majority 75% were from mixed schools while a minority 25% was from the boys' only school

4.1.3 Demographic Information of Class Teachers

This section presents information on the demographic information on the class teachers.

Data on the same were collected, analyzed and presented in Table 4.4

Table 6: Distribution Class Teachers

Variable		Frequency	Percentage
Gender	Male	13	41.9
	Female	18	58.1
	Total	31	100
Age bracket	Under 30 years	3	9.7
	31-40 years	12	38.7
	41-50 years	15	48.4
	51-60 years	1	3.2
Total		31	100
Type of school	Mixed	21	67.7
	Boys only	10	32.3
	Total	31	100
Academic level	Diploma	1	3.2
	B.ED	17	54.8
	M.ED	13	41.9
	Total	31	100

The data presented in Table 4.4 shows that there were more 58.1% female class teachers while 41.9% were male class teachers. This could be an indication as to why there are many indiscipline cases in Makeni City public Secondary Schools because parents and students in this area do not listen to female authority as indicated earlier.

In terms of age, most of the class teachers, 48.4% were between 41-50 years, 38.4% were aged between 31-40 years, while 9.7% were below 30 years, and the least 3.2% were between 51-60 years. The implication of this is that most teachers in the schools were between the ages of 41-50 years. These are mature teachers who should understand the discipline issues and know how to handle indiscipline students and their parents.

Concerning the type of school, majority of the class teachers 67.7% who participated in the study were from mixed schools, while 32.3% were from the boys' only schools. In terms of education level, 54.8% of the class teachers have a bachelor's degree, 41.9% have a masters' degree and the least 3.2% of the teachers have a diploma. This is supposed to be good for discipline because majority of the teachers are qualified and with this education level many could have attended workshops and seminars on "how to deal with discipline issues in secondary schools" and/or "managing indiscipline behavior".

4.1.4 Demographic Information of Parents

This section sought information regarding gender, age

bracket, and educational level, length of service as PTA in the school, position held, class represented and occupation. The summary is shown in Table 4.5.

Table 7: Distribution of Parents

Variable		Frequency	%
Gender	Male	9	34.6
	Female	17	65.4
Total		26	100
Age group	30-40 years	14	53.8
	41-50 years	10	38.5
	Over 50 years	2	7.7
Total		26	100
Educational level	Primary	2	7.7
	Secondary	13	50.0
	Bachelors' degree	9	34.6
	Masters' degree	2	7.7
	Total	26	100
Occupation	Farmer	2	8.3
	Teacher	2	8.3
	Masonry	2	8.3
	Administrator	10	37.5
	Business	10	37.5
	Total	26	100

The data presented in Table 4.5 shows that female PTA representatives were 64.5% while male 34.6%. This means that mothers create time and are more concerned about their children's welfare and discipline in school, an aspect which can both shape the children's behavior or spoil them as mothers are termed to be accommodative and understanding. This could explain why there were many indiscipline issues in Makeni City schools.

Concerning age, 58.3% of the parents, were aged between 30-40 years, 38.5% were between 41-50 years, while 7.7% were above 50 years. The age bracket 30-40 years is the active parenting age for most secondary school parents, who are busy looking for resources to support their families and might not have enough time to monitor their children in terms of discipline. This explains the rampant indiscipline cases in Makeni City schools.

In terms of educational level, 50% of the parents who took part in the study were secondary school leavers, 34.6% were bachelors' degree holders, 7.7% were primary school leavers and 7.7% had a master's degree. This shows that most parents have low levels of education and no training in discipline matters. This shows why there have been questionable discipline levels in most of these schools.

Concerning occupation, 37.5% of the parents were business people, another 37.5% were administrators, while 8.3% were teachers. Another 8.3% were farmers and another 8.3% were masons. This has an effect on the follow up of students in terms of discipline and time to attend to school once called. The administrators and the business people who are the majority in this study were too busy to attend to their children in school, and this could explain the many indiscipline cases in the schools. While the farmers and masons who could take time off their duties to attend to their children's discipline cases did not have any training/skills to handle indiscipline issues.

4.1.5 Demographic Information of Students

This section presents demographic information of students covering areas like gender, age, type of school and class level.

Data were collected, analyzed and presented in Table 4.6.

Table 8: Distribution of students

Variable		Frequency	%
Gender	Male	87	56.9
	Female	66	43.1
Total		153	100
Age bracket	Below 15 years	12	7.8
	15-17 years	110	71.9
	18-21 years	27	17.6
	Above 21 years	4	2.6
Total		153	100
School type	Mixed school	113	73.9
	Boys only	40	26.1
Total		153	100
Form	Form one	23	15.0
	Form two	54	35.3
	Form three	49	32.0
	Form four	27	17.6
Total		153	100

The data presented in table 4.6 shows that by gender 56.95% of the students were male while 43.1% were female students. This kind of disparity was as a result of the cultural background of this area, where parents put more emphasis in educating boys more than girls, according to the area Chief (MICNG, 2013).

Concerning age, majority 71.9% of the students were aged between 15-17 years, while 17.6% were aged between 18-21

years. Those below the age of 15 years were 7.8% while the least 2.6% were those above 21 years. As for school type, it shows that 73.9% of the students were from co-educational institutions while 26.1% were from the boy’s only school. This is because there were more mixed schools in the area as indicated in the table 4.6 above and only one boys’ school. In terms of class level, 35.3% of the students who participated in the study were form two followed by 32.0% form three, 17.6% form four while 15.0% were form ones. This findings of low return rate for the form four students was because they were busy doing their Basic Education Certificate Examination of Secondary Education. The form ones’ low return rate could be attributed to the fact that, they were only one year in the schools and could be afraid to say anything about indiscipline issues in their schools.

4.2 Activities of the PTA in enhancing discipline

All the respondents (Head teachers, discipline masters, class teachers, parents and students) were asked for information on the activities of the PTA in enhancing students discipline in schools.

4.2.1 Parents views on activities of PTA in enhancing students’ discipline

The researcher sought information on the roles of PTA in enhancing discipline in schools.

A question was posed to the parents and findings are as presented in Table 4.7.

Table 9: Parents’ response on Activities of PTA

Activities of PTA	Very effective		Effective		Sometimes		Rarely		Never Effective	
	F	%	F	%	F	%	F	%	F	%
a. The school principal involves PTA in school` students discipline issues	2	7.7	4	15.4	-	-	20	76.9	-	-
b. PTA was involved in setting school behavioral rules with a clear consequence structure	-	-	2	7.7	8	30.8	16	61.5	-	-
c. PTA and the school administration meet with the students and parents yearly	2	7.7	3	11.5	21	80.8	-	-	-	-
d. PTA have strategies to minimize students truancy such as encouraging teachers to summon parents of affected students	3	11.5	2	7.7	16	61.6	5	19.2	-	-
e. PTA representatives meet at least once per term to deliberate on various issues affecting the school	13	50.0	13	50.0	-	-	-	-	-	-
f. As a parent i visit the school occasionally (uninvited to monitor my child's progress	4	15.4	-	-	2	7.7	2	7.7	18	69.2
g. PTA facilitates counseling and guidance of teachers and students	2	7.7	4	15.4	13	50.0	7	26.9	-	-
h. PTA work closely with BOM and government administrators	-	-	6	23	-	-	10	38.5	10	38.5
i. PTA actively monitors the possible issue of students-teachers sexual relationship	-	-	7	26.90	2	7.7	17	67.4	-	-

Table 4.7 displays the activities of PTA in enhancing students discipline according to parents. Majority of the parents 76.9% said that the school principal rarely involves PTA in school students’ discipline issues while a minority of the parents 7.7% said that the school principal effectively involves them. Concerning setting school behavioral rules with a clear consequence structure, it is disheartening to note that only 7.7% of the parents were in agreement while 61.5% said it rarely happens. While 80.8% of the parents feel that the school administration should meet with students and parents yearly, as this is only done sometimes.

Another overwhelming majority of parents 80.8% stated that PTA is not effective in their strategies to minimize student’s truancy, as this is sometimes or rarely done. Concerning parents’ representatives meeting at least once per term to deliberate on various issues affecting the school, 50.0% of the parents said that this is very effectively done while the same number 50.0% of them said that this is effectively done.

A majority of the parents 69.2%, said that they are not

effective in visiting the school occasionally (uninvited) to monitor their children’s progress, 7.7% of the parents said that they rarely and sometimes visit schools, while 15.4% of the parents agreed that they visit the school occasionally uninvited to monitor their children’s progress. In terms of PTA facilitating guidance and counseling of teachers and students, 50% of the parents said that it is sometimes done, 26.9% said it is rarely done while 23.1% said that it is effectively done.

As to whether PTA works closely with Board Of Management and the government administrators, 76.9% of the parents said it is not very effectively. This is one of the challenges PTA face in their effort to enhance discipline in schools (Makori and Onderi, 2012).

Majority of the parents, 75.1% said that PTA is not effective in monitoring the possible issue of students-teacher sexual relationships while a mere, 7.7% said that they sometimes do so.

This indicates that PTA is not very much involved in

students" discipline issue and the role not working closely with Board of Management complicates matters.

4.2.2 Head teachers and discipline masters' views on PTA involvement in discipline

An interview with one of the head teachers revealed that PTA is only involved in discussion of some extreme discipline cases, but not in all other cases, as he wished they should. They not hold talks with student leaders as often as they should. He went further to say that he stopped dealing with them because they were not of much help. This head was quoted as saying;

"...In fact PTA does not assist at all, especially in student discipline. They do not motivate nor talk to the students on good moral behavior. ...even when you call them, they don't come unless it is their own child involved. Some have no time, and those who come do not have the knowledge and do

not understand when we tell them. "your son/daughter needs counseling "... only know corporal punishment..."

An interview with the discipline masters confirmed the head teacher's sentiments that PTA representatives are not involved in discipline cases but only attend to some extreme ones. They do not call for meetings to discuss discipline issues and when the schools calls them they do not come. It therefore means that PTA is very fully involved and is not assisting the school administration to curb this indiscipline menace.

4.2.3 Class Teachers' views on PTA in Enhancing Student Discipline

The researcher sought information from the class teachers on PTA activities meant to enhance discipline in schools. The findings are presented in Table 4.8.

Table 10: Class teachers' responses on Activities of PTA on students' discipline

Activities of PTA	Very Effective		Effective		Sometimes		Rarely		Never Effective	
	F	%	F	%	F	%	F	%	F	%
a. The school principal involves PTA in school students discipline issues	-	-	4	12.9	3	9.7	19	61.3	5	16.1
b. PTA is involved n setting school behavioral rules with a clear consequence structure	4	13.3	1	3.3	4	13.3	6	20.0	15	50.0
c. PTA and school administration meet with students and parents yearly	-	-	11	37.9	1	3.4	5	17.2	12	41.4
d. PTA has strategies to minimize students truancy such as encouraging teachers to summon parents of affected students	-	-	9	29.0	3	9.7	6	19.4	13	41.9
e. PTA representatives meet at least once per term to deliberate on various issues affecting the school	-	-	3	9.7	2	6.5	5	16.1	21	67.7
f. Parents visit the school occasionally (uninvited) to monitor their children	4	13.3	3	10.0	17	56.7	4	13.3	2	6.7
g. PTA facilitates G&C to teachers and students	3	9.7	6	19.4	3	9.7	2	6.5	17	54.8
h. PTA works closely with BOM and government administrators	4	12.9	10	32.3	8	25.8	9	29.0	-	-
i. PTA actively monitor the possible issues of student-teachers sexual relationship	3	10.0	4	13.3	2	6.7	8	26.7	13	43.3

According to Table 4.8, 77.4% of the class teachers indicated that PTA was not effective in their involvement in students" discipline issues. This is in contradiction with Christen and Sheridan (2010) who state that, when parents are fully involved in their children education, the children earn high grades, they are well behaved and stay in school till they finish form four. A small number, 12.9% of the class teachers said that PTA was involved while, 9.7% of the teachers said that sometimes the parents get involved.

Most class teachers, 70.0% stated that PTA did not get involved in setting school behavioral rules with a clear consequent structure, 20.0% of the class teachers said that PTA rarely gets involved, 13.3% said that PTA sometimes gets involved while, 3.3% said that PTA is effective in setting school behavioral rules. This means PTA is not working with the school to set rules according to Canter and Canter (1992) theory of assertive behavior which states that clearly understood rules and regulations should be drafted.

From the study, 83.8% of class teachers stated that PTA and the school administration were not effective in meeting with students and parents yearly, 17.2% of the class teachers agreed that PTA rarely meet with students and parents, while 3.4% said that sometimes, the PTA meets with students and parents yearly. A number of the class teachers, 61.3% indicted that PTA is not effective in their strategies that minimize student"s truancy, 19.4% said PTA rarely has strategies to minimize student"s truancy, while a minimal number of 9.7% class teachers said PTA sometimes has strategies to do so.

On issues affecting the school, 77.4% of the class teachers said that PTA is not very effective in meeting at least once

per term to deliberate on various issues affecting the school. According to Fan and Williams (2010) allowing the participation of parents in school activities through PTA is one way of revealing the parents" educational aspirations for their children. A few number 16.1%, said that PTA rarely hold meetings, while, 6.5% said that PTA rarely hold meetings at least once per term to deliberate on various issues affecting the school.

A number of class teachers, 56.7% said that parents sometimes visit the school occasionally (uninvited) to monitor their children, 23.3% of the class teachers agree that parents are very effective in visiting the school occasionally to monitor their children"s behavior, 13.3% said that parents rarely visit the school, while, 6.7% stated that parents are not effective in visiting school occasionally (uninvited) to monitor their children.

In terms of guidance and counseling, 54.8% said that parents are not effective in facilitating guidance and counseling of students and teachers, 29.1% of the class teachers said the PTA is effective in facilitating guidance and counseling to teachers and students, while 9.7% felt that PTA sometimes facilitates guidance and counseling of teachers and students and the same number 9.7% of the teachers said that PTA sometimes does so.

Some of the class teachers, 45.2% were in agreement that PTA works closely with BOM and government administrators and that they are effective. This is in agreement with Mahmood, Majoka, Basharat and Syed (2012) who stated that PTA showed good performance helping in management of schools. A few number of 29.0% said that PTA rarely works closely with BOM and

government administrators, while 25.8% agreed that PTA sometimes work with BOM and government administrators. As for monitoring sexual relationships, 43.3% felt that PTA is not effective in monitoring the possible issue of student-teacher sexual relations, 23.3% said that PTA is effective in monitoring this aspect, 26.7% stated that PTA rarely monitors student-teacher sexual relations while, 6.7% felt that sometimes PTA monitors student-teacher sexual relations.

Parent Teachers Association's involvement is very minimal

from the above findings and this can be a clear indication as to why there rampant indiscipline issues in Makeni City.

4.2.4 Students Views on Activities of PTA in enhancing discipline

The researcher sought information from students on PTA activities meant to enhance students' discipline in schools. Data were collected, analyzed and presented as shown in Table 4.9.

Table 11: Activities of PTA in enhancing students' discipline

Activities of PTA	Very effective		Effective		Sometimes		Rarely		Never Effective	
	F	%	F	%	F	%	F	%	F	%
PTA get involved in rehabilitation of students with serious indiscipline problems such as addiction to hard drugs, alcoholism, teenage sex and theft	6	3.9	8	5.2	20	13.1	44	28.8	75	49.0
I know the parent who represents our class in PTA	4	26.6	10	65.3	18	11.8	41	26.8	80	52.3
Our class representative occasionally guides and counsels our class on discipline	12	7.8	14	9.2	14	9.2	29	19.0	84	54.9
My parents visit the school to monitor my progress even without the official invitation	12	7.8	15	9.8	26	17.0	44	28.8	56	36.6
PTA representatives visit our school at least twice per month	82	54.3	53	35.1	-	-	8	5.3	8	5.3
The school leadership is democratic as opposed to dictatorship	36	23.5	5	5.3	34	22.2	-	-	78	51.0
When parents are invited for a meeting, there is a session for students guidance and motivation by some parents	-	-	18	11.8	18	11.8	33	21.6	84	54.9
PTA representatives are good role models	30	19.6	33	21.6	80	52.3	2	1.3	8	5.2

According to Table 4.9, a majority of the students, 77.8% said that PTA is not effective in their involvement in rehabilitation of students with serious indiscipline problems like addiction to hard drugs and alcoholism, while a minority 13.1% state that sometimes PTA get involved in student rehabilitation. This is in contradiction with Mabeba and Prinsloo, (2010) who argue that parents have a very important role to play in supporting school administration to maintain discipline in schools.

A majority of students, 79.1% said they do not know the parent who represents their class in PTA, 11.8% were not sure whether they know their PTA class representative or not. Many of the students 73.9% stated that their PTA representatives did not occasionally guide and counsel their classes on discipline, 17.0% of the students agree that PTA representatives are effective in guiding and counseling their classes, while a minority, 9.2% said that sometimes PTA representatives do guide and counsel their classes. This is in contradiction with the resolutions passed at a principal and PTA meeting in Atlanta, Georgia (2013) which states that PTA should promote the welfare and good morals of the youth not only in school but at home, community level and even in places of worship.

Visiting the school to monitor the progress of a student even without official invitation was only supported by, 17.6% of the students as effective, 17.0% of the students felt that it was sometime and rarely done while 65.4% of the students said that it was not done. An overwhelming majority of students, 89.4% said that PTA representative's visit their school at least twice per month, 5.3% of the students felt that PTA representatives sometimes do visit, while 5.8% of the students were of the opinion that the PTA representatives are not effective in this. This is in accordance with Maurice (2002), who argues that PTA involvement in schools produces measurable gains in students' achievements.

The findings show that 51.0% of the students disagree that school leadership is democratic as opposed to dictatorship, 26.8% of the students felt that school leadership was

democratic and effectively so, while 22.2% of the students felt that the school leadership was sometimes democratic as opposed to dictatorship. According to Abdulkareem and Oduwaiye (2011), parents should not leave the responsibility of managing schools to teachers alone but should step in to make sure their schools are managed democratically and not authoritatively.

A majority 76.5% of the students agreed that when parents are invited for a meeting, there is a session for students' guidance and motivation by some parents, 11.8% of the students felt it is done sometimes, while, 11.8% of the students felt it is never effective. A number of students, 52.3% said that sometimes PTA representatives were good role models, 41.2% of the students felt that the PTA representatives were effective in good role modeling, while a minority 6.5% of the students felt that the PTA representatives were not good role models. This is in agreement with Nzube 2012 who states that PTA should be good role models to students.

An analysis of the school documents like the school log book, school daily occurrence book, minor punishment book, major punishment book (black book) and PTA meeting deliberation file indicated that the PTAs are not effectively involved in certain activities that are supposed to enhance student discipline. These included visits to school invited and uninvited, input in serious offenses, holding meetings about student discipline and performance, attendance of student barazas, and planning for students' welfare. While Farrant (2004) reiterates that parents should play a big role in their children's school activities, the PTA in Makeni City public secondary schools is yet to realize this step.

The study indicated that according to students, the parents are not fully involved in rehabilitation of students, nor do they visit the school to monitor their children's progress without official invitation. Guiding and counseling is not done, and motivational speakers are not invited to talk to students and finally PTAs are not good role models. The study suggested that parents should be encouraged to do the above activities

and many more because these will go a long way in enhancing student discipline in schools.

4.3 Class Teachers' Views on Student Discipline

A question was posed to the class teachers on the students discipline status in their school. Information from this question would point towards the situation in terms of discipline in their schools. Data were collected and analyzed the findings were presented as in figure 4.2.

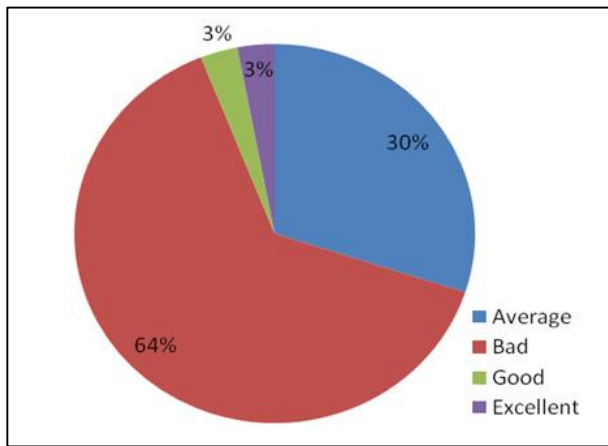


Fig 2: Class teachers' views on students' discipline

Figure 4.2 shows clearly that majority 67%, considered the student discipline status as bad, 30% of the teachers considered the student discipline status as average, while, 3% considered the student discipline status as good and excellent. This confirm the records obtained from the MOE (2013), Makeni City zone office and also reports from chiefs office (MICNG 2013), of the many indiscipline incidences reported.

4.3.1 Class teachers' views on indiscipline status of students

A question was posed to class teachers on the most common

indiscipline cases of students, and the findings are presented in the Table 4.12.

Table 12: Class teachers' views on indiscipline status

Indiscipline cases	F	%
Drug abuse'	12	38.7
Sexual relation among students	11	35.5
noise making	5	16.1
Truancy/absenteeism	16	51.6
lateness for school	5	16.1
improper school uniform	5	16.1
Defiance/rudeness	4	12.9
theft of other students items	12	38.7
Sneaking out of school	6	19.4
Possession of unwanted electronic gadgets	6	19.4
Non-commitment to academic work	4	12.9
Cheating during exams	1	3.2
Speaking in vernacular	1	3.2
Glorification of children's' rights	2	6.5

According to Table 4.12, Absenteeism/ truancy was acknowledged by, 51.6% of the class teachers; drug abuse and theft of other students items was noted by 38.7% of class teachers. Sexual relations in school were also acknowledged by 35.5% of the class teachers. Defiance/rudeness by students was noted by 12.9% of the class teachers; noise making, lateness to school and wearing of improper uniform by 16.1%; sneaking out of school and possession of unwanted electronic gadgets by 19.4% of the class teachers. Non-commitment to academic work was acknowledged by 12.9% of the class teachers; glorification of children's rights by 6.5% of the class teachers, speaking of vernacular and cheating during exams by 3.2% of the class teachers.

4.3.2 Students' responses on a number of indiscipline cases

The study sought information from students on the indiscipline cases in their schools. Data was collected, analyzed and presented as shown in Table 4.10.

Table 13: Students' indiscipline cases

Students' wrong behavior	Very many cases		Many cases		Few cases		Not sure		No cases	
	F	%	F	%	F	%	F	%	F	%
Smoke cigarettes, bang or use of hard drugs	5	3.3	24	15.7	65	42.5	15	9.8	44	28.8
Rude to teachers and parents	15	9.8	15	9.8	82	53.6	17	11.1	24	15.7
Fail to attend or sneak from school without permission	6	3.9	25	16.3	75	49.0	11	7.2	36	23.5
Steal or cheat to get money from parents	39	25.5	26	17.0	44	28.8	25	16.3	19	12.4
Engaged in sexual relationships with teachers, other students, or outsiders	12	7.8	18	11.8	76	49.7	23	15.0	24	15.7
Carry mobile phone to school	18	11.8	33	21.6	65	42.5	6	3.9	31	20.3
Spend time in face book, twitter and whats App	55	35.9	20	13.1	18	11.8	15	11.8	45	29.4
Are in homosexual/lesbian	2	1.3	-	-	27	17.6	57	37.3	67	43.8

According to Table 4.10, 42.5% of students stated that there were few cases of student who smoke cigarettes, bhang and use hard drugs; 28.8% said there were no such cases; 9.8% were not sure; while 5.7% and 3.3% reported many and very many cases of students abusing hard drugs respectively.

Most students, 53.6% feel that there are few cases of students being rude to teachers and parents; 15.7% reported no cases; 11.1% of the students were not sure about the vice; while 19.6% of the students feel that there are quite many cases where students are rude to teachers and parents. As to whether there are cases where students fail to attend or sneak from school without permission, 49.0% said there were few cases; 23.5% reported no cases; 20.2% felt there were many cases;

while 7.2% were not sure whether students fail to attend or sneak out of school without permission.

Some 42.5% of the students said there were many cases where students steal or cheat to get money from parents; 28.8% reported few cases; 16.3% were not sure; while 12.4% said there are no cases where students steal and cheat in order to get money from parents that they know of.

A number of students, 49.7% said that there were few cases where some students are engaged in sexual relationships with teachers, other students or outsiders; 19.6% of the students said that there are many cases where students are engaged in sexual relationships with teachers, other students or outsiders; 15.7% felt there were no cases that they know of;

and 15.0% were not sure whether they know any such cases. On carrying mobile phones to school, 42.5% of the students reported few cases where students carry mobile phones to school; 33.4% said that there were many cases where students carry mobile phones to school; 20.3% reported no cases; while 3.9% of the students were not sure whether mobile phones were carried to schools.

Many students 49.0% felt that there were many cases where students spend time on face book, twitter and whatsApp, 29.4% of the students feel that there are no cases; 11.8% of the students feel that there are few cases; while another 11.8% of the students were not sure whether students spend time on face book, twitter and whatsApp.

The findings indicated that 43.8% of the students thought

there were no cases of homosexual/lesbian in their school; 37.3% were not sure; 17.6% felt that there were a few cases while, 13% stated that there were very many cases of homosexual and lesbianism in their school. The study in this research item indicated that according to students, there are a few students involved in every one of the indiscipline cases with current developments in technology affecting students more than any other indiscipline cases followed by cheating & stealing.

4.4 Students' wrong doings while in school

A question was posed to students to list down the wrong behavior that students indulge in while in school, and the findings are presented in figure 4.3.

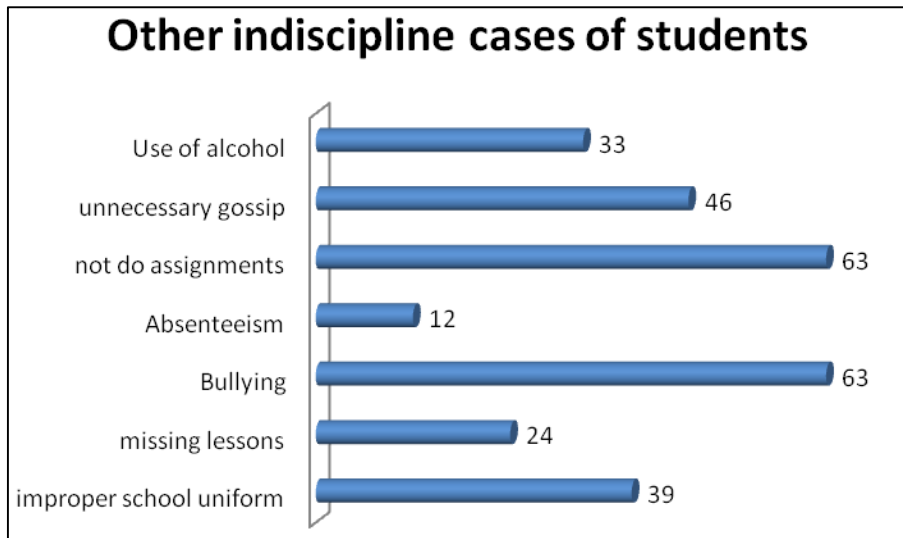


Fig 3: Other wrong things students do while in school

According to Figure 4.2, 41.2% of the students acknowledged that there was bullying in schools. This accordance with Oyetude (2009) who states that there are some different forms of violence that exists in secondary schools which are a challenge to maintaining discipline. Another

41.2% of the students stated some students fail to do assignments; 30% involve themselves in unnecessary gossip, 25.5% were reported to be wearing improper school uniform; 21.5% said there was use of alcohol in their schools, 15.7%

noted that some students miss lessons deliberately; while 7.8% of the students were of the opinion that students absent themselves from school. This low percentage could mean that students do not want to expose their indiscipline cases.

4.4.1 Parents Views on Indiscipline Cases of Students

According to the parents, the most common indiscipline cases of students are presented in the Figure 4.3.

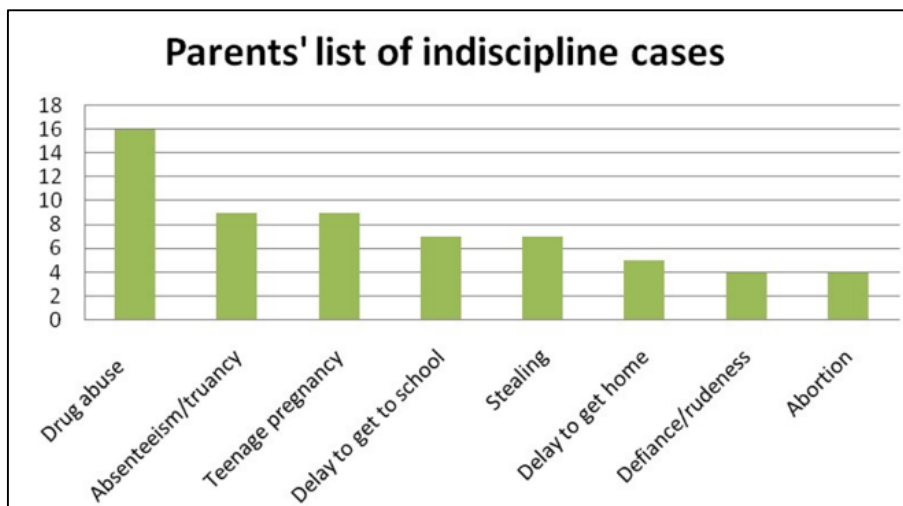


Fig 4: Parents views of students' indiscipline cases

The findings in Figure 4.3 indicate that drug abuse is the most common case noted by 61.5% of the parents, followed by absenteeism/ truancy and teenage pregnancy which were both acknowledged by 34.6% of the parents. Delay to get school and stealing were noted by 26.9% of the parents, while delay to get home from school was noted by 19.2% of the parents. A minimal number of parents 15.3% recognized defiance/rudeness by students and another 15.3% acknowledged abortion by students.

The most notable indiscipline cases were noted as drug abuse, absenteeism/truancy, and teenage pregnancy. These indiscipline issues should be addressed by PTA if discipline in schools is to be enhanced.

An interview with the head teachers indicated that the most prevalent indiscipline cases in order of frequent occurrences were drug and substance abuse, absenteeism/truancy, relations between boys and girls, defiance, failure to do assignments and use of vulgar language. One head teacher was quoted saying; "...this drug problem is a very a serious one. We don't even know what to do. Even when you send away the notorious ones, others always crop up..."

Interviews with the discipline masters indicated that the most prevalent indiscipline cases were truancy/absenteeism, idleness, defiance, noise making, boy/girl relations, drug abuse and untucked shirts/blouses. A discipline master was

heard commenting: "...as much as truancy/absenteeism is a serious problem, it is associated with drug and substance abuse and boy/girl relations..."

A scrutiny of the PTA meetings deliberation file showed that all the school heads called for parents meetings once a year when it was necessary. There was no indication of the particular days for the parents to come to school. The discipline issues of students were rarely deliberated on, once PTA was called. The short term and strategic plan on students' discipline was centered on peer counseling, group counseling, setting rules, and encouraging students' meetings with school administration to discuss students' issues.

4.5 Challenges Facing PTA in Enhancing Student Discipline

In this research question, the study sought information from respondents on their views concerning the challenges facing PTA in their efforts to enhance students' discipline.

4.5.1 Parents views on challenges facing PTA

A question was posed to the parents on challenges they face as they try to enhance students' discipline. Data were collected, analyzed and presented in Table 4.13

Table 14: Parents responses on challenges facing them (n=26)

Challenge	Frequency	Percentage
Inadequate funding	18	69.2
Conflict with BOM	15	57.2
Difficulty dealing with addicted students	15	57.2
Peer pressure	15	57.2
Biased PTA members	14	53.8
Defiant students	13	50.0
Difficulty dealing with current developments in ICT	13	50.0
Uncooperative parents	12	46.2
Negligent teachers	11	42.3
Inadequate time	10	38.5
Failure to involve PTA members	9	34.6
Secrecy among students	9	34.6
Liberal parenting	6	23.1

Table 4.13 shows that a majority of the parents 69.2% reported that the PTA had inadequate funding to enhance student discipline. Ekundayo & Alonge (2012) argue that PTA activities should be strengthened by giving them financial support to enable them to participate fully in school activities including discipline. Another 57.2% felt that there was conflict with Board Of Management, difficulty dealing with addiction by students, and peer pressure. A number of parents 53.8% said that the PTA members were biased while handling discipline issues; 50.0% of the parents said that it was difficult to deal with defiant students while another 50.0% said that dealing with current developments in technology was difficult as students kept carrying electronic gadgets to school.

A number of parents 46.2% felt that there were uncooperative parents; 42.3% of the parents said that some teachers were negligent; 38.5% of the parents felt that there was inadequate time to handle student indiscipline cases; while 34.6% felt

that the school failed to involve the PTA members and that there was secrecy among students as they collaborated to cover their wrong doings. 23.1% of the parents felt that some parents were so liberal in parenting that they could compromise the efforts of PTA members to enhance students' discipline.

These findings show that inadequate funding to enhance student discipline; conflict with BOM; difficulty in dealing with addiction by students; peer pressure; biasness by PTA members while handling discipline issues; difficulty in dealing with defiant students and difficulty in dealing with current developments in technology were the major challenges that needed to be addressed seriously.

4.5.2 Class Teachers' views on Challenges Facing PTA

A question was posed to the class teachers on challenges PTA face in enhancing students' discipline. Data were collected and analyzed and the findings presented in Table 4.14

Table 15: Class Teachers' Responses on challenges facing PTA (n=31)

Challenge	Frequency	Percentage
Role conflict with BOM	13	41.9
Lack of commitment for some PTA members	17	54.8
Problem of understanding government policy on discipline	13	41.9
Conflict of interest/biasness	13	41.9
Ignorance of some PTA members	12	38.7
Uncooperative parents	8	25.8
Difficulty in following day scholars	4	12.9
Inadequate time	4	12.9
Difficult to deal with current developments in technology	3	9.7
Biased election of PTA members	3	9.7
Conflict between government policy and implementation of school rules	3	9.7
Liberal parenting	3	9.7

According to Table 4.14, 54.8% of the class teachers said that there was lack of commitment by some PTA members. In agreement with Makori and Onderi (2012), 41.9% felt that the main challenges were role conflict with Board of Management. Another 41.9% of class teachers felt that there was a problem of understanding government policy on discipline while another 41.9% of class teachers noted biasness of some PTA members.

A number of class teachers 38.7% felt that some PTA members were ignorant; 25.8% said the parents were uncooperative; while 12.9% of the class teachers felt that it was difficult following day-scholars and that was inadequate time. A small number of 9.7% of the class teachers felt that there were difficulties in dealing with current developments in technology. This contradicts Mbiti (2007), who stated that

the parent body of any school has a rich fund of skills and expertise, knowledge and experience that goes beyond the capacities of their teachers. The same number of teachers 9.7% felt that there was biased election of PTA members" and conflict between government policy and implementation of school rules and liberal parenting. According to class teachers the most serious challenge facing PTA was lack of commitment by some PTA members.

4.5.3 Students' views on Challenges Facing PTA

The researcher sought information from students concerning the challenges facing their parents in trying to enhance students' discipline. Data were collected, analyzed and the findings summarized and presented in Table 4.15.

Table 16: Students responses on challenges facing PTA (n=153)

Challenges	Frequency	Percentage
Uncooperative students	56	36.6
Uncooperative teachers	50	32.7
Parents ignorance	49	32.0
Ignorance of their children's character	32	20.9
Non-disclosure of information from their children	29	19.0
Overprotective parents	21	13.7
Language barrier	20	13.1
Parent's ideas ignored	17	11.1
Inadequate time to handle indiscipline cases	13	8.5
Embarrassment of parents by their children.	8	5.2

According to Table 4.15, 36.6% of students felt that uncooperative students were a challenge to their parents; 32.7% said uncooperative teachers were a challenge to their parents; while 32.0% of the students felt that parents' ignorance also contributed to their challenge in enhancing student discipline. This ignorance fact is confirmed by Wandari (2008) who states that PTA representative are composed of members who do not possess any managerial skills, expertise nor experience to deal with students discipline.

As for character 20.9 % of the students felt that parents were not aware of the character of their children; 19.0% thought that parents could not get information from their children; while

13.0% of the students felt that some parents were overprotective of their children. A number of students 13.7% felt that PTA had a challenge of language barrier; 11.1% said PTA's ideas were ignored by the school administration; 8.5% of the students felt that parents had inadequate time to handle indiscipline cases; while 5.2% of the students felt that their parents were embarrassed by their children's behavior.

4.5.4 Head Teachers' and Discipline Masters' Responses on PTA Challenge

A question was posed to both the head teachers and discipline masters about the challenges they face while involving PTA in student s' discipline.

The head teachers felt that, ignorance of the parents, non-commitment of parents, inadequate time, undisciplined parents (worse than their children) and lack of control by parents over their children were the challenges they faced. One head teacher was quoted as saying:-

"Some of these parents are worse than their children in terms of discipline... they can't even control their own children... they are a bother and they don't help much... I have to deal with their children alone, the best way I know how..."

The discipline masters sited non-attendance of meetings, uncooperative PTA members, biased judgments by PTA members, ignorance of parents, inadequate time for the parents and not handling of drug cases well as major challenges of involving PTA in handling discipline cases in schools. A discipline master in one of the schools retorted; "Our major problem is time wasted trying to make them understand how

issues are sorted out... even then they still want to favor their own children even when they are involved in drug and substance abuse,... Putting other students at risk” In the school log book, the major indiscipline cases recorded were drug abuse, theft, boy/girl relations, lateness and absenteeism. The researcher recognized the kind of punishments given as suspension, expulsion, uprooting of tree stumps and cleaning.

4.6 Measures to Enhance PTA roles in Student Discipline

All the participants (parents, class teachers, students, head

teachers and discipline masters) were asked to suggest measures to be put in place to enhance PTA roles in enhancing student discipline in their schools.

4.6.1 Parents Suggestions on How to Enhance PTA's role

The study sought information on the parents views on what can be done to improve

PTA's role of enhancing student discipline. Responses from the field were analyzed and the findings are shown in Table 4.16.

Table 17: Parents suggestions on enhancing PTA's role

Measures	Frequency	%
Keep students busy at home	13	50
Organize for guidance and counseling	16	61.5
Punish truant students	17	65.4
Encourage teachers to give more work	16	61.5
Check and sign school home-work	15	57.7
Regularly visit schools	14	53.8
Support the school in discipline	14	53.8
Ban use of mobile phones in school	14	53.8
Monitor the classes they represent	13	50.0
Strengthen Christian groups in school	12	46.2
PTA member to sit in discipline committee	11	42.3
Buy learning support materials for their children	10	38.5
Return an stolen property to school	6	23.1
Make day schools boarding	4	15.4

Table 4.16 shows that most parents, 65.4% felt that truant students should be punished, 61.5% of the parent suggested that guidance and counseling should be organized for both teachers and students and another 61.5% of the parents suggested that teachers should be encouraged to give more work so that students are kept bus. A number of parents 57.7% suggested that they should check and sign the home work given by teachers.

As for visits to school, 53.8% of parents suggested regular visits by parents to their children's school, as this will give them a chance to get more involved in the school activities as stipulated by Christin & Sheridan (2010) who state that when PTA is involved students are well behaved, earn good grades and finish school. Another 53.8% suggested support for the school in discipline by parents and another 53.8% suggested a ban on the use of mobile phones in school.

A half of the parents 50.0% suggested keeping the students busy at home, while another

50.0% suggested that PTA should monitor the classes they represent in school. Some parents 46.2% suggested strengthening of Christian groups in school; 42.3% suggested

that a PTA member should sit in the disciplinary committee in schools while 38.5% suggested that parents should buy learning support materials for their children. Other parents 23.1% suggested that any stolen property found in the homes should be returned to schools; while 15.4% of the parents suggested that day schools should be upgraded to boarding schools to reduce the problems associated with day schools.

These findings indicate that most of the parents were of the opinion that truant students should be punished; guidance and counseling should be organized for both teachers and students; teachers should be encouraged to give more work so that students are kept busy; and that they (parents) should check and sign the school homework given by teachers.

4.6.2 Class Teachers' Suggestions on How to Enhance PTA role

The study sought for suggestions from class teachers on what can be done to enhance PTA roles in enhancing student discipline in schools. Data from the field were collected, analyzed and presented in Table 4.17.

Table 18: Class teachers' suggestions (n=31)

Measures	Frequency	Percentage
Visit the school regularly for meetings	21	67.7
Organize for professional guidance and counseling sessions on a regular basis	21	67.7
Involve PTA members in making decisions	14	45.2
Encourage teachers to give more work	12	38.7
Call the parents of undisciplined students	8	25.8
Co-operate with teachers	8	25.8
Ensure mobile phones are not carried to school	8	25.8
Empress current developments in technology e.g. facebook 8		25.8
Follow up their students' progress in school	9	25.8
Buy for their students what they need for school	8	25.8
Return stolen property to school	7	22.6
Support training of peer counselors	6	19.4

Encourage use of punishments where necessary	6	19.4
Elect informed members of PTA	5	16.1
Encourage religious liturgies (e.g. churches)	5	16.1
Reward discipline students to motivate the others	4	12.9
Empress e-learning to capture students' attention	4	12.9
Set up an office in school to monitor discipline	3	9.7
Boldly mark their own students property to avoid theft	1	3.2

According to Table 4.17, 67.7% of class teachers suggested that parents should visit the school regularly for meetings; and another 67.7% indicated that parents should facilitate and organize for professional Guidance and Counseling sessions regularly for teachers and students.

Some of the of class teachers 45.2% suggested that PTA members should be involved in decision making. This however leads to conflict and slows decision making process resulting in delay of handling discipline cases as consultation takes place. Another number of teachers 38.7% of the class teachers felt that teachers should be encouraged to give more work to students; 29% suggested that parents should follow up their children's progress in school.

For each of the following measures, 25.8% of the class teachers suggested that parents of undisciplined students should be called to school, as Nasibi (2003) suggested that parents should train the child on the roles of behavior and thus set the child's basic personality pattern from early childhood to the adolescence. Another 25.8% of parents should cooperate with teachers in student discipline; parents should ensure that mobile phones are not carried to school; parents should empress current developments in technology; and that parents should buy for their children school material to guard against stealing of other students' items.

As for stolen property, 22.6 % felt that parents should identify

and return stolen properties found in their houses to school; 19.4% of class teachers suggested that parents should support training of peer counselors, and the same number encouraged use of punishments where necessary. 16.1% encouraged more involvement of religious liturgies in schools, and the same number advocated for election of informed PTA representatives.

Some class teachers 12.9% each suggested that PTA members should ensure disciplined students are motivated to motivate the rest of the students and also empress e-learning to capture students' attention. 9.7% of the class teachers felt that PTA should set up an office in school to monitor discipline of students; while 3.2% of class teachers suggested that parents should boldly mark their own children's items to avoid theft of the same from other students.

These findings show that the class teachers were of the opinion that PTA should make regular visits to the school for meetings and organize for professional guidance and counseling sessions on a regular basis and that PTA members should be involved in making decisions.

4.6.3 Students' Suggestions on How to Enhance PTA role

A follow up question was posed to students on ways to enhance PTA role in student discipline. The summary of the responses are given in Table 4.18.

Table 19: Students responses on how to enhance PTA role in student discipline, (N=153)

Measures	Frequency	Percentage
Guidance and counseling	120	78.4
Invite motivational speakers	63	41.2
Rehabilitation and treatment	55	35.9
Monitor students behavior	40	26.1
Spend more quality time with their students	36	23.5
Set achievable goals for their children	31	20.3
Punish wrong behavior	18	11.8
Fair judgment in handling indiscipline	18	11.8
Promote peer counseling	16	10.5
Provide material support	14	9.2
Check students books/work	11	7.2
Stop siding with their children	11	7.2

From Table 4.18, shows that 78.4% of the students suggested guidance and counseling to be organized; 41.2% felt that motivational speakers should be invited for students, teachers and even parents. A number of students 35.9% said that drug substance abuse students should be treated and rehabilitated; 26.1% suggested that parents should monitor the behavior of their own children, as they are mandated to teach those norms and values of appropriate behavior, (Lin 2010).

Some students 23.5% suggested that parents should spend more quality time with their children; 20.3% said that parents should set achievable goals for their children; 11.8% felt that students' wrong behavior should be punished; and 11.8% of the students suggested that there should be fair judgment when handling indiscipline cases.

A few students 10.5% suggested that parents should promote

peer counseling; 9.2% said that parents should provide material support for their children, as advocated by Ngigi (2007).

While 7.2% of them felt that parents should check students' books/work; while 7.2% suggested that parents should stop siding with their indiscipline children.

The students' suggestions gave priority to guidance and counseling, invitation of motivational speakers, and rehabilitation and treatment of students involved in drug and substance abuse, in that order. These three categories imply that students do not want punishment for their wrong doing but would rather be counseled and helped.

4.6.4 Head Teachers and Discipline Masters' opinions for an effective PTA's role

The study sought information on head teachers' views on

how to enhance PTA's role in student discipline in schools. An interview with them suggested the following measures to enhance PTA's role on student discipline.

Workshops to be held for PTA members on discipline; schools should have a clear mode of punishment for each offense committed; inviting motivational speakers to talk to students, teachers and parents; school administrators to ensure that there are enough guidance and counseling teachers; looking for government support on discipline matters; taking drug cases to rehabilitation centers; using experts to deal with drug addiction cases; encouraging peer and youth counseling by the youth ministries; and involving the church teachings on good morals.

One of the head teachers exclaimed; "Our major problem is how to deal with the ignorant parents... So it wastes a lot of time explaining to them... they need to be enlightened more" An interview with the discipline masters advocated for the following measures to enhance PTA's role in student discipline.

Encouraging guidance and counseling for their student; rewarding the most disciplined students/classes in academic performance as stipulated by Skinner (1992); involving PTA in prize-giving ceremonies; reaching out to the locals in the area to get information and help about their students; encouraging PTA to co-operate with the school; discussing issues affecting the students/classes with those involved; parents to keep watch of their children at home and keep; encouraging students to participate in recreational activities; asking for government support on discipline matters; and involving Board of Management (BOM) in dealing with discipline issues.

A discipline master from one of the schools stressed the importance of guidance and counseling by saying; the way things are going on, we need to strengthen guidance and counseling for the students, teachers and even parents. It can solve many problems"

5. Summary, conclusions and recommendations of the study

5.1. Introduction

The purpose of this study was to examine the role of parents' teachers association in enhancing discipline in public secondary schools in Makeni City, Sierra Leone. This Chapter presents a summary of the research findings, conclusions recommendations and suggestions for further research.

5.2. Summary of the Study

The research was guided by the following research questions; what activities does PTA use in enhancing discipline in public secondary schools? To what extent are the activities used in enhancing discipline, effective in public secondary schools? What are the challenges facing PTA in enhancing discipline in public secondary schools? What measures can be put in place to enhance PTA roles in enhancing discipline in schools?

The reviewed related literature revealed that some scanty research has been done on "Role of PTA in enhancing discipline in Makeni City public secondary schools. The study used both quantitative and qualitative research approaches with a cross-sectional survey design. The sample of the study was 4 schools and 240 participants who consisted of 4 principals, 4 discipline masters, 36 class teachers, 36 parents and 160 students from public secondary schools in

Makeni City. Probability sampling techniques like stratified and simple random sampling were used on the students. Non-probability sampling techniques, like automatic inclusion, purposive and census sampling were employed for selecting principals, discipline masters, class teachers and PTA representatives.

The instruments for data collection were questionnaires for class teachers, parents and students. Interview guides for principals and discipline masters and document analysis guides. The researcher used the statistical package for social sciences (SPSS) software version 20 for windows to process the collected data. Descriptive statistics like frequencies and percentages were used to summarize the data. Qualitative data from the interview guides were organized into themes from which the researcher wrote descriptive narratives and an interpretive report. The analysis of the data enabled the researcher to come up with findings based on the four major research questions, namely;

The study established that most parents, class teachers and students were of the opinion that PTA not fully involved in students' discipline matters. Meetings with students and parents were not held as often as they should. PTAs were not motivating students and teachers well, nor were they deliberating on various discipline issues affecting the school. They did not organize nor effectively support the organization of guidance and counseling sessions for students and teachers.

The head teachers and discipline masters also felt that the parents' participation was minimal when it comes to discipline and wished they could do more. For instance, they do not meeting with students and parents as often as necessary to minimize students' truancy and student sexual relation.

The study found out too, that the most common challenges facing PTA in enhancing discipline include conflict with Board of Management; lack of commitment by some PTA members; difficulty in dealing with addicted students; parents' ignorance which is caused by low educational levels; inadequate time and uncooperative teachers and students.

The parents suggested that truant students should be given some form of punishment by school administration that is not corporal, in accordance with United Nations Bill of Rights (1948). PTA with the support of Ministry of Education and head teachers should organize for professional guidance and counseling in schools. Teachers were encouraged to give more work to students in order to keep them busy. Parents were also encouraged to check and sign their children's homework and to regularly visit the school to monitor students' progress. They should also support the school in discipline matters, like making sure their children do not carry mobile phones to school.

The students suggested among other things guidance and counseling, invitation of motivational speakers and rehabilitation and treatment of students involved in drug and substance abuse. The head teachers and discipline masters concurred with all the other participants on their suggestions and added the following points. Experts on drug addiction should be hired to deal with severe cases where students have been hooked to hard drugs. Religious leaders should be invited to schools occasional to offer spiritual nourishment. PTA should be invited and participate in prize giving ceremonies, and they should reach out to the locals in the area to get information about the students.

5.3 Conclusions

The study concluded that even though PTA does many activities in schools, but they have neglected the very important roles that contribute to student discipline. For instance they do not follow up and monitor their children activities both at home and in school. PTAs do not communicate with the school on a regular basis to know the students' performance.

The findings also revealed that PTA ignored certain important activities where they should have been more effective, for example visiting the school occasionally (uninvited) to monitor their children's progress. They do not facilitate guidance and counseling for students and teachers. They do not know whether the school's leadership is democratic or autocratic.

The study also indicated that PTA role in enhancing discipline is faced by challenges such as conflict with Board of Management and lack of commitment by some PTA members. Many PTA members have difficulties in dealing with drug addicted students. Some are ignorant and lack the knowledge and skills to deal discipline issue because of their low education levels. Others do not have the time to spend with their students both at home and in school in order to know and understand each other. PTA also complained of uncooperative teachers and students.

It was concluded that parents should attend all school meetings regularly, and especially those called to deal with discipline matters. They should visit the school occasionally uninvited to monitor children's progress. PTA should organize for professional guidance and counseling for students and teachers and parents should check their children's books and sign the work given by the teachers.

5.4 Recommendations

Schools should ensure that PTA is able to perform all activities especially those that directly contribute to discipline in schools like involving them in their children's affairs and meetings. The school principals should involve PTA when drafting or changing rules and regulations for the school. This can be done at the beginning of the year or whenever the standard rules are being changed or improved. PTA representatives should be invited during orientation of new students and be given a chance to address them.

The Ministry of Basic and Secondary Education should organize for sensitization seminars and workshops for parents through PTA and BOM to educate them on leadership and especially how to handle unruly students. The school administration in corroboration with the rules spelt out in the Basic Education Act should set out clearly the activities of PTA and Board of Management to avoid role conflict.

The religious people should be invited to the schools to offer spiritual nourishment, and teach the students good morals and God's way of living. Head teachers and class teachers should cooperate and work with the community in order to know about students who misbehave outside school. Most of the schools in this study being day schools, the community can be of great help as they see or meet the students daily on their way to and from school. Cases like drug abuse can be detected by the community before even the teachers or parents know. Such cases can then be addressed and dealt with immediately before they get severe. Schools should encourage parents through PTA to be fully involved in the discipline of students by including them in the disciplinary committees and by involving them in counseling services.

5.5. Suggestions for the Study

The following issues emerged from the research and were suggested for further study.

- a. Need for Training/seminars for PTA members on management skills on discipline matters.
- b. Role of PTA in promoting guidance and counseling centers in schools.
- c. A survey of strengthening PTA involvement in discipline matters in schools.
- d. Challenges facing teachers enhancing students' discipline
- e. Effects of modern communication technology on students' discipline.

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