Role Of Parents Teachers Association In Enhancing Discipline In Public Secondary Schools In Ongata Rongai Zone, Kajiado County, Kenya
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. The purpose of this study was to determine the role of Parents Teachers Association (PTA) in enhancing discipline in Public Secondary Schools in Ongata Rongai Zone of Kajiado County, Kenya. The study employed both quantitative and qualitative research methodologies with a cross-sectional survey and phenomenological design.

1. INTRODUCTION

A growing body of research such as Charles and Senter (2004), 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 a long way in enhancing discipline in the schools.

According to Okumbe (2001), the main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents and teachers involvement. Iqbal et al. (2011) observe that though PTAs may have varying aims and objectives depending on the country where they operate, there are some universal aims and objectives that seem to cut across all regions. PTA is 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 Ongata Rongai public secondary schools were carrying out the above stated roles effectively, leading to enhancement of students discipline and provision of quality education.

A few studies have targeted Kajiado County education issues but none has researched on PTA involvement in the emerging students discipline issues in Ongata Rongai Zone. A number of studies done in Kajiado North district such as Omao (2007) and Mwangi, Gongera and Thinguri (2013) have however concurred that principal’s apathy towards frequent stakeholders’ engagement in school affairs has had significant negative effect towards provision of quality and standard education and thus jeopardizing the realization of Kenya Vision 2030 (Ministry of Planning and National Development, 2007).

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 Ongata Rongai Education Zone, the high prevalence of indiscipline cases among students connotes a serious disconnect between parents, teachers and students. Document analysis from Ongata Rongai Education office (MOE, 2013) and information gathered from Rongai Division Chiefs Offices (Ministry of Interior and Coordination of National Government, 2013) reveals that there exists a 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.

It is therefore incumbent for the parents, teachers, and other stake holders to urgently combine synergies in order to prevail over the effect of students’ indiscipline on quality and standards of education. This brings the role of PTA in school discipline into sharp focus. This study aimed at examining the role of PTA in maintaining students discipline and exploring other possible innovative methods of tackling the emerging self-destructive behavior among technologically savvy youth, which has hitherto never been experienced in Ongata Rongai Zone.

3. RESEARCH QUESTIONS

The study was guided by the following questions:

- What activities do Parents Teachers Association (PTA) use in enhancing discipline in public secondary schools in Ongata Rongai Education Zone?
- To what extent are the PTA activities used in enhancing discipline effective in Ongata Rongai Zone public secondary schools?
What are the challenges facing PTA in enhancing discipline in public secondary schools in Ongata Rongai Zone?

Which measures can be put in place to enhance PTA roles in enhancing discipline in public secondary schools?

4. SIGNIFICANCE OF THE STUDY

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 (2013) were expected to be brought forth. The research findings also would influence policy makers in the ministry of education to entrench more powers to PTA in cognizance to its crucial role in enhancing students’ discipline.

5. REVIEW OF RELATED LITERATURE

5.1 ROLES OF PARENTS TEACHERS ASSOCIATION

Mabeba and Prinsloo (2000) 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).

Abdulkareem and Oduwaiye (2011) reiterate that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parents must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. Abdullah, (1996) affirms that parents are the first teachers of students and they must play a major role in ensuring that their children’s schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to give them an opportunity to shape the destiny of these institutions. This study sought to find out if the parents in Ongata Rongai Division through their PTAs are involved in their children’s school activities and whether they play any major role to ensure the schools are well managed.

A study done by Simatwa (2012) on management of student discipline in secondary schools in Bungoma County revealed that many infractions were experienced in secondary schools and headteachers used a wide range of methods managing student discipline in schools. This included expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counselling, fining, rewards, self-
commitment in writing to maintain good conduct, pinching, slapping and smacking. It was concluded that
methods of establishing and maintaining student discipline in schools could not be applied wholesale, but they
were contingent upon the environment. Thus, the effectiveness of each method depended on the traditions
ethos of schools and their environments.

Though the study by Simatwa (2012) ignored the contribution of parents in management of students
discipline, it brought to the fore the fact that teachers were still using illegal methods in management of
students indiscipline, a serious contravention of the Basic Education Act (2013). In support of Behaviorist
theory, Driscoll (2000) asserts that negative reinforcement such as verbal confrontations, scolding, sarcasm,
and corporal punishment, engender students’ low self-esteem, accept hitting as a way to solve problems,
creates mental and emotional depression, and will scar their relationships with parents, friends, and society
throughout their lives. It is therefore incumbent that the knowledge and potential possessed by PTA in
management of discipline in schools be exploited in earnest. The current study sought to explore the extent to
which schools enlist the PTA services in resolving and preventing students’ unrests in Ongata Rongai
Education Zone.

5.2 EFFECTIVENESS OF PTA 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. 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. It gives the children an opportunity to understand what their parents would want them to achieve.
PTA has also been found to assist in the improvement of the performance of adolescents in subjects such as
Mathematics and English which are compulsory in schools. PTA, through parental involvement has the
potential of improving the academic self-efficacy of students since it plays a significant role in ensuring that
there is appropriate motivation among the students. Fan and Williams, did not however address the issue of
maintaining discipline in public secondary schools as one of the benefits that PTA can provide, leaving a gap
to be researched on.

Mahmood, Majoka, Basharat and Syed (2012) argue that education for child development is a process that
involves three players, the school, teachers and parents. Each of the three players has a significant role to
play in order to make the process complete. It is therefore evident that the place of the Parents Teachers
Association is very vital in schools since it is part of the three sides of the education process. Without these
three parties coming together to cooperate in almost all the activities they undertake, the education process is
likely to have serious challenges. The quality of education cannot be enhanced without full participation of
the community. Education is a triangular process of school, teachers and parents for child development. Parents Teachers’ Association (PTA) is considered the essential component of any institution.

5.3 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 Kenyan 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 cooperate 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 counterparts BOMs on which roles they should either perform.

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.

According to Wanderi (2008), schools boards like PTAs are composed of members who do not possess any managerial skills; expertise and experience are a major source of discontent among students and parents. Parents typically oppose a school administration if they perceive it to be incompetent, and or unaccountable. Whereas parents are very quick to blame the school when things go wrong, they also shy away from making a
conscious effort and practical contribution to the management of the school. They are instead contented to play the perfunctory roles of paying school fees, electing PTA representatives and attending annual PTA meetings.

5.4 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 headteacher 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 Ongata Rongai Zone cooperate with parents through PTAs to enhance their involvement and support in maintaining discipline in order to achieve the schools’ objectives.

The primary aim of the PTA is to foster good relations between parents and the school and to encourage parents to support the school in all ways possible. Once there is good relationships among all the stakeholders, the school goes a long way in achieving its’ goals and objectives. External support systems or networks are found in all educational institutions in the world and have been widely used in many ways to achieve educational aims and objectives. In Kenya, BOM and PTA, should form a mutual understanding and work together for the benefit of the schools they represent (Republic of Kenya, 2013).

Lin (2010) reiterates that while parents may not attend school with their children each day, they can still exert some control over their children’s behavior. By creating a system in which parents are held accountable for their child's in-class behavior, schools can give parents increased motivation to work on teaching their children the norms of appropriate behavior. While this system can be difficult to implement, with proper structure and support it can be an effective way to obtain the behavior desired from pupils.

5.5 SUMMARY AND RESEARCH GAPS
Literature reviewed included: roles, benefits and challenges faced by PTA in its endeavour to maintain students discipline in secondary schools in Kenya and also some other countries worldwide. In addition, several studies on measures taken to enhance PTA role in schools have been reviewed too, and some research gaps have been identified. Several studies (Dawo and Simatwa, 2010; Mahmood, et al. 2012; Kiumi, Bosire, and Sang, 2009; Okendu, 2012) researched on PTA roles in management of schools. Surprisingly, these studies did not collect information from parents, thus locking out a crucial source of information that could possibly have a significance bearing in their findings. Further, the studies did not specifically target the issue
of PTA role in management of students’ discipline but instead got more inclined towards financial management. This study intended to fill these gaps by gathering vital information from parents using a detailed questionnaire in which students’ discipline was the focal point.

Studies, which dealt directly with students, discipline issues such as Simatwa (2012); Makori and Onderi, (2012) and Kimeu (1996) involved PTA chairperson and BOM members in their investigations. However, views from these officials may sometimes be very different from other parents. 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. Thus, the current study enriched its findings by soliciting information from not only PTA officials but also other parents and stakeholders.

It was quite evident that most of the studies and other literature reviewed hardly took into account the newest and little researched problem emanating from advanced communication technology. For instance in 2012, over 50% of secondary schools in Murang’a North district stormed out of their schools on the same day protesting of a prolonged term (DEO, Murang’a North District, 2012). The well-coordinated move through mobile phones between students marked the onset of a new dimension to management of students discipline issues. A report from Communication Council of Kenya (2013) reveals that, there is tremendous increase in communication through social media notably twitters; face book and more recently “WhatsApp”.

6. RESEARCH DESIGN AND METHODOLOGY

The study employed both quantitative and qualitative research approaches where a cross-sectional survey design was combined with phenomenology. 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 Ongata Rongai 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). 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 160 students, so as to ensure that all the key groups in the population were involved.

7. RESEARCH FINDINGS AND DISCUSSION

Activities of the PTA in enhancing discipline

Respondents were asked for information on the activities of the PTA in enhancing students discipline in schools.

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 1.

Table 1 Parents’ response on Activities of PTA

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

Table 1 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. This concurs with Omao (2007) and Mwangi et al. (2013), who found out that most of the principals in Kajiado North district, rarely engage PTA in students’ management issues.
The parental involvement is associated with school effectiveness and children performance in general. This view is also held by Clase (2007) Parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. Concerning setting school behavioral rules with a clear consequence structure, it is disheartening to note that only 7.7% of the parents agreed while 61.5 percent 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. This is in accordance with the Kenya Basic Education (2013) which states that all education stakeholders should be involved in all areas that affect students. However, these termly meetings have not borne much fruits in eradicated indiscipline cases and some better ways should be sought.

As to whether PTA works closely with BOM 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 BOM complicates matters.

**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.

**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 1.

![Figure 1: Class teachers' views on students' discipline](image)

Figure 1 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), Ongata Rongai zone office and also reports from chiefs office (MICNG 2013), of the many indiscipline incidences reported. Further question was posed to class teachers on the most common indiscipline cases of students, and the findings are presented in the Table 2.

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

Parents Views on Indiscipline Cases of Students

According to the parents, the most common indiscipline cases of students are presented in the Figure 2.

![Parents' list of indiscipline cases](image)

*Figure 2: Parents views of students’ indiscipline cases*

The findings in Figure 2 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 (called barazas in some schools) with school administration to discuss students’ issues.

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.

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 3.

Table 3: Parents responses on challenges facing them (n=26)

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

Table 3 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 BOM, 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.

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.
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.

Table 4: Class Teachers’ Responses on challenges facing PTA (n=31)

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

According to Table 4, 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 BOM. 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.

Measures to Enhance PTA roles in Student Discipline

Parents were asked to suggest measures to be put in place to enhance PTA roles in enhancing student discipline in their schools. Parents responses from the field were analyzed and the findings are shown in Table 5.
Table 5 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 busy. 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.

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.

8. SUMMARY AND CONCLUSION OF THE STUDY

The study found that even though PTA does many activities in schools, 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 BOM 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.

9. 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 MOE 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 Bill (2013) should set out clearly the activities of PTA and BOM 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.
10. REFERENCES

Mahmood et al. (2lat012). Role of PTAs for promoting quality education in Islamabad. Strength for Today and Bright Hope for Tomorrow Volume 11(12).


