

**PARENTAL ROLES IN MANAGEMENT OF PUPILS DISCIPLINE IN
SELECTED BATWA COMMUNITY PRIMARY SCHOOLS,
KANUNGU DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE DIRECTORATE OF POST
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DECLARATION

I declare that research report titled “Parental Roles in management of Pupils Discipline in selected Batwa Community Primary Schools, Kanungu District” is my original work and to the best of my knowledge it has never been submitted to any other institution of higher learning for the same/similar award.

Signature _____ Date _____

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(Student)

APPROVAL

This research has been done under my supervision and guidance and is now ready for submission to the department.

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Signature _____ Date _____

(Supervisor)

2. Dr. EliezerNiyonzima

Signature _____ Date _____

(Supervisor)

DEDICATION

I dedicate this piece of work to my family especially my wife Mrs. Nancy Babiriisa, my children; Abaasa Joel, Ampurira Ritah, Anyijukire Jordan and Ainemaani Jessy for the love and encouragement rendered unto me during my study. I further dedicate it to my late parents Mr and Mrs. Elia and Feredisa Kahirita(Rest in Peace) for the foundation and nurturing me at a tender age.

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I thank God the Almighty for the strength, knowledge, and good health throughout my studies.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the Background of the study, statement of the problem, objectives of the study, research questions, conceptual framework, scope of the study and significance of the study.

1.1 Background

Globally, societies are made up of organizations that have goals to be met. However, without proper management of discipline, these organizations cannot be able to meet their goals. Schools exist to assist students to acquire knowledge, skills, competences, and the right attitudes for future careers (Kaluma, 2021). However, schools, just like all other organizations, cannot realize their goals without proper management of discipline. Parents are key stakeholders in educating students and therefore their influence in managing discipline cannot be overlooked.

Hasselt and Harsen (2009) noted that parenting style and its effect on child growth have great impact on the child right from birth. To the development psychologists, social development is the process whereby children acquire their social roles, values and behaviors. The process of social development relies heavily upon the influence of the environment. Parents, peers, teachers and others, exert an undeniable impact upon the growing child. The process of this interaction is the multifaceted behavior collection referred to as personality.

In extending the above views, Bandura (2022) asserted that children are influenced by what they see their parents doing, since observation is a powerful influence on behavior. He argued that parents are permanent models for their children. The changing world has seen the shift in the role of the parent in directing the development of the child. Modernization, which Roger (2012, P.47) defined as “the process by which individuals change from traditional way of life to a more complex, technologically advanced and rapidly changing style of life” has seen the involvement of parents in situations where they have to work long hours in order to maintain their families. This leads to other changes like leaving the children in the care of house helpers or other times, the older child. The adolescents are left to own devices which often result in collision with the school and societal authority. The blame, to a large extent falls on the parent rather than the child because it is from the parent that the child learns.

Several studies have been carried out regarding child rebellion to authority in the home, school and societal fronts. An example is Kabiru (2009) who emphasizes the need for parents to instill discipline in their children at the family level. He observed that parents contribute to children's indiscipline in many ways, especially by being bad role models and by avoiding parental responsibilities such as teaching their children good behaviour. This rebellion is manifest in the groups or gangs the young boys and girls form to show solidarity in defying the school or societal expectations. The same kinds of groups are formed in schools causing mayhem and problems in the discipline system of the school.

In Kenya, as in many growing economies, children indiscipline is on the increase. A study by the United Nations Children's Fund (UNICEF) on violence against children in Kenya, published in 2018, found that violence is a pervasive problem in Kenyan schools. These indiscipline cases were thus resulting into arrests and heavy punishments (Kennedy, 2018). Shaffer (2019) defines parenting styles as the dimensions of parenting that described the amount of autonomy or freedom of expression that parents allowed their children. He said, "Parenting styles, being part of the family system, as the amount of expression, psychological warmth, education and guidance that a parent allowed his/her children as he/she raised them, would get the child's perception of life issues." He categorized the styles into three major areas; Authoritarian parenting where the parent sets rules that did not change (Shaffer, 2019 P. 12-14). The parent expects his orders to be obeyed without question. There is little or no verbal give and take, the parent is harsh, controlling and sometimes cruel. This influences the child's perception in a particular direction.

Another style is permissive parenting where parents have few rules, parents do not care what their children do and are left to make their own decisions and are not punished or given guidance when they made mistakes. This also affects how children will perceive issues. Permissive parents do not demand much of their children, do not discourage immature responses and do not actively encourage self – reliance behavior. Children of permissive parents, particularly boys, tend to be selfish, rebellious, aggressive, rather aimless and quite low in independence and achievement. While Authoritative parents set a standard of behavior, monitor it and firmly enforce the rules and encourage cooperation. They encourage verbal give and take between the children and themselves. They offer guidance and education on life issues and disciplinary methods were supportive.

Baumrind (2022) discussed a fourth parenting style and classified some parents as uninvolved, a parenting style that is characterized by few demands, low responsiveness and little communication. While these parents fulfill the basic needs of the child, they are generally detached from their child's life. In extreme cases, they even reject or neglect the needs of their children. Baumrind observed that the result of this style of parenting is children who lack self-control, have low self-esteem and are less competent than their peers. Another study carried out by Sadler and Hofsledge (2022) indicated that consultative leadership was preferred to autocratic systems whereby leaders made decisions on their own without involving the rest of the group members. This leadership could be compared to parenting where the parent is the leader.

Posse and Melgosa (2002) echoed the same sentiments when they claimed that a personal relationship between parents and children encouraged confidence and emphasized the need for personal responsibility. To help a child develop a balanced self-image, they argued that it was important to provide the freedom to explore within flexible but efficient guidelines. A good parental example, according to them, was one that tended to be followed either consciously or unconsciously, in one way to discipline in an effective yet non traumatic fashion. They emphasized on emotional support from parents to help children overcome their own feelings of inadequacy, anxiety or lack of confidence.

Mwiria (2005) noted that early involvement of children in making decisions which affect them was good training for their future and that of their country. Ogeno (2009) also echoed these sentiments when he observed that learners should be allowed to participate in the initial stages of formulating school rules. This helps them to own the rules and follow them willingly. The same observations were made by Griffin (2011) who asserted that there was advantage to collaborative effort in the formulation and execution of school rules in that jointly formed school rules were likely to be obeyed.

Another scholar, Murphy (2014) astutely noted that parents needed to be involved in school programs if those programs were to reflect the value systems of their clients and intense interaction could only take place in meaningful parent-teacher groups. This study aimed at finding out the views of parents and teachers on the support given to the children through the parenting style the

parent used and the parent's involvement in their child's discipline in school. One area, however, had not been adequately explored especially the role of parents in the discipline of the school children. The District task force on children discipline and unrest in primary schools in Batwa communities in Kanungu (2008) concluded that parents influenced discipline in several ways such as children's background citing that if children grew up in an atmosphere of love and care, they learnt to respect others even at a later stage. Parents' presence was also a significant point.

Parents who were often available and ready to guide their children during formative stages, laid a firm foundation for the children's way of relating to others in their lives. In other cases, some parents abdicated their parental responsibilities like taking children away to day-care centers, pre-primary schools and primary schools, and denied children vital parental care. Cases of parent smoking, drinking or going to discos in the company of their children were also cited and contributed to the chances of the children extending these habits to school. Children who were given some pocket money without adequate parental guidance regarding its use, often misused the money and were difficult to control while at schools. This created classes of rich and poor children in schools. These class structures created conflicts which resulted in cases of indiscipline.

Parental Roles

Epstein (2011) identifies six types of parental roles, namely; parental guidance, communication, learning at home, volunteering, decision making and collaboration with community. Parenting in this case involves expressing expectations about the student's education, limiting TV viewing, supervising time use and behavior, supervising academic work and discussing interests, issues and studies. According to Epstein (2011), Gudykunst and Kim, (2017), and Wood, (2021), communication is two way between home and school about academic achievement, this entails notices, memos, phone calls, report cards, emails and voice mails. Communication also involves family initiated contact about performance and academic programs and post- secondary plans.

Similarly, Mbaki (2018) identified the following forms of parental involvement; monitoring homework, ensuring attendance, parental modeling, parental guidance, support of teachers by the parents in disciplining students and motivating the learners. According to Mbaki (2018), Parental

involvement can take different forms, namely; social, economic and cognitive. Social involvement may include; teaching of beliefs and customs of the society, limiting outings, vetting TV programmes that the students watch and communication to the school that is initiated by the parents. Parental economic involvement could include volunteering for school activities, payment of school fees on time and provision of basic personal effects to students. Lastly, cognitive involvement could include lessons outside school, practice and study for test, help in educational choices and discussion of school activities.

Parental involvement in school based activities however, was found not to improve school discipline independently but rather an association with other factors such as accompanied by teachers and pupils (sanders, 2009). Therefore, emphasis ought to be on family based parental involvement in students' discipline. Mbaki (2018) in the study, family factors affecting management of discipline in day secondary schools in Kitui County, Kenya alludes that discipline problem could be attributed to late or non-payment of fees by the parents/guardians, poor parental role modeling, lack of parental skills, and negligence of parental roles especially in the control of exposure to electronic media which lead to aggressive behavior, wastage of time and involvement of learners in pre-marital/ teenage sex. According to Mbaki (2018) learning at home involves interactive homework, monitoring and assisting the students at home with learning activities, helping the students to practice and study for tests, encouragement to study about college and lessons outside school, such as music and dance.

According to National schools public relations association (2006) effective family involvement has a positive impact on students, families and schools hence it's important to study the influence of specific forms of parental involvement. According to the report, the most effective form of family involvement are those in which parents work directly with the students at home in learning activities such as reading, homework or tutoring using materials and instructions given by the teacher. According to Murphy (2015), the earlier a parent becomes involved, the more powerful was the effect on students' discipline.

Training and orientation for family members enhances effectiveness of parental involvement. The most successful parental involvement programs are those which recognize diversity of school

community and offer a variety of ways in which families can participate with a continuum of options.

Steven *et. al.*, (2002) alludes that the more family and community involvement activities were implemented, the fewer students were disciplined by being sent to the principal's office for disciplinary hearing or given detention or in-school suspension. Activities for two types of involvement, parenting and volunteering were most predictive of reducing percentage of students who were subject to discipline. Also, the schools that improved the quality of their partnership programs reported fewer students in need of discipline. The results suggested that creating more schools, families and community contexts may be one of the ways in which schools can improve student's behaviour and overall school discipline.

It was therefore important to study the influence of these activities of parental roles on discipline management of learners in selected primary schools in Kanungu district.

Pupils' discipline

In a survey of high school students (grades 9-12) nationwide in America in the year 2001, the Center for disease control (CDC) found out that 17.4% of students had carried a weapon on one or more days in a month preceeding the survey. Male students were significantly more likely than female students (6.2%) to have carried a weapon. According to the report, one third of high school students reported being currently sexually active, five percent of students attending high school in October 1999 had dropped out of school by October 2000. According to an annual survey carried out by CDC between 1993 and 2001 on school violence; the percentage of students in grade 9-12 who were threatened or injured with a weapon in school premises in the twelve months before the survey varied each year but was always between 7 and 9%. The students carried the weapons from home. This is an aspect of discipline which had roots in the family. It is therefore important to investigate the influence of parental roles on such behavior especially in the Batwa community of Kanungu district. The antisocial and immoral behavior depicted by students could be as a result of exposure to violence in the family or through media.

According to a report by Center for Behavioral Health statistics and Quality (2019), approximately 385,000 adolescents (1.5 percent of all adolescents in America) had substance use disorders (SUD) and major depressive episode (MDE). 1.2% of all adolescents who had SUD and MDE had severe

impairment. According to the report, in 2018, substance use was more common among both adults and adolescents who had a mental issue than among those who did not have a mental health issue. About 1 in 16 of adolescents aged between 12 and 17 in America in 2018 (about 6.1%) with a past year MDE smoked cigarettes in the past month compared with 2.1 percent of those without a past month MDE. Drug abuse seems to be a global problem affecting learners in all the parts of the world. New innovative ways of managing pupils' discipline particularly merging it with the parental roles among the Batwa community is therefore necessary.

In a study conducted by Basembeza, (2016) about Disciplinary Measures and Pupils' Academic Performance in Kira Town Council Primary Schools, indicated that there is no positive significant relationship between negative disciplinary measures and pupils' academic performance while a moderate positive significant relationship existed between positive disciplinary measures and pupils' academic performance thus recommended that massive sensitization and awareness among the various stakeholders on the effects of continuous use of negative discipline and instead embrace positive disciplinary measure would be employed. There is the need to conduct this study among the Batwa community primary schools while also focusing on Parents role in discipline management (Basembeza, (2016).

The Batwa of the great lakes region

The Batwa, also known as the "pygmies" or "forest people," are an indigenous group of people who historically lived in the forests of Central Africa. According to Turyatunga, (2010), in Uganda, the Batwa lived in and around the Bwindi Impenetrable National Park, which is located in the southwestern part of the country.

According to historical records, the Batwa have lived in the forests around Bwindi for thousands of years, relying on hunting, gathering, and small-scale agriculture for their livelihoods. However, their way of life changed dramatically in the 20th century as the Ugandan government began to establish national parks and reserves, including Bwindi Impenetrable National Park, to protect the region's rich biodiversity (Saulo, 2022). As a result of these conservation efforts, the Batwa were forced out of the forest and lost access to the land and resources they relied upon for their subsistence. They were also subject to discrimination and marginalization by other Ugandans, who viewed them as "backward" and "primitive."

In recent years, there have been efforts to address the historical injustices faced by the Batwa and to support their cultural and economic revitalization. United Organisation for Batwa Development in Uganda (UOBDU, 2021) identified these efforts to include initiatives to secure land rights for Batwa communities, promote sustainable livelihoods, and preserve their cultural heritage.

The Batwa development program was initiated in 2008 to support the Batwa in Kanungu district. The interventions include care (through the Bwindi community hospital), education and resettlement (land and housing) for Batwa communities in Kanungu district. For the Batwa development program, education is seen as essential to provide a foundation for future improvements in welfare and economic self-sufficiency. A report from UOBDU, (2021) indicates that with resettlement, the Batwa were encouraged to take their children to school but with mixed results as the value of formal education was yet to be appreciated. Many of their children both boys and girls still drop out of school because of peer influence, discrimination by non-Batwa, lack of resources of school fees and scholastic materials and distances of some schools (UOBDU, 2021).

According to Warrilow (2008), parents that did not get an opportunity of joining school were much influential in ensuring that their children go to school by backing them with brief on how good disciplined they needed to be while at school. Such Batwa parents that are uneducated admire the educated ones and feel their children should be educated to be like them and believe that by being good disciplined at school they can achieve their educational success.

The Batwa are among the most marginalized indigenous minority groups (IMGs) in Uganda. Originally, the Batwa used to live in what later became Mgahinga and Bwindi national park and Echuya forest reserve and were later forcefully evicted by the Government of the republic of Uganda in 1990s. They have since continued to suffer cultural, social, economic, and political injustices that have threatened their existence as people (Warrilow, 2008; BMCT, 2017). With the high alarm made, the government and non-government stakeholders have woken up to support the Batwa as a way of eliminating illiteracy. This has been done through establishment of schools. As of now there are 11 primary schools that include; Kihembe Primary School, Kishunju Nursery and Primary School, Kishanda Community Primary School, Byumba Press Primary School, Bishops Primary School-Kinkiizi, Ntungamo Parents Primary School, Epiphany Primary School, Buhoma

Community Primary School, Nina Awaits School-Mukongoro, Kitariro Nursery and Primary School as well as Buremba Primary School. These schools are therefore occupied by the Batwa and some non-Batwa children.

1.2 Problem statement

Although the lack of parental involvement in education affects the Uganda's education system in general, rural schools such as the schools in the Batwa community in Kanungu district are affected severely. Many of these learners exhibit behavioral problems both in the classroom and on the school premises. Usually, parents are looked at as the first step towards human growth and it is their role to nurture a child into a responsible society member by guidance on how to live with other people, to communicate with others, spiritual support as well as financial support. When these are extended to the child then, it becomes a starting point for teachers at the school.

Evertson and Emmer (2009, P. 44, 46) believe that "there are two important categories of behaviour which should be observed in class: student involvement in learning activities and student compliance with classroom rules and procedures". The character of a child is indicated by behaviour such as attention during presentations and discussions, and satisfactory progress in individual work and other assignments.

Despite the efforts made by the schools through involving parents in decision making through creation of PTA (Parent Teachers Associations) and school management committees, discipline among pupils in the Batwa community schools still lags behind. Reports from different sectors show that pupils are involved in bad acts, some of them give less respect to the elders, they report late at and from school, and they are involved in police cases including theft, robbery, drug abuses among others (Kanungu DLG police report, 2020). This may put the society at risk as it leads to a society composed of criminals and unproductive population. If the problem is not tackled in advance, then the Batwa communities in Kanungu district are likely to have future members that lack discipline and moral and values even in their elder years. Parents seemed to be left with a gap of nurturing these children by living exemplary lives hence this study assessed the role of parents in pupils discipline management in primary schools in the Batwa community of Kanungu district.

1.3 Main objective of the study

The main purpose of this study was to assess the role of parents in management of pupils discipline in Batwa community schools in Kanungu district.

1.3.1 Study specific objectives

- i. To investigate the role of parents in management of their children's discipline.
- ii. To examine the challenges faced by parents in pupils discipline management and how they can overcome them in Kanungu district.
- iii. To identify the benefits of parental roles in management of pupils' discipline in Batwa community schools.

1.4 Research questions

- i. What is the role of parents in management of their children's discipline?
- ii. What are the challenges faced by parents in pupils discipline management and how they can overcome them in Kanungu district?
- iii. What are the benefits of parental roles in management of pupils discipline in Batwa community schools?

1.5 Scope of the study

1.5.1 Content scope

The study was concerned with establishing the role of parents in management of their children's discipline, the benefits of parental roles in management of pupil's discipline, and the challenges faced by parents in pupils discipline management as well as how they can overcome these challenges.

1.5.2 Geographical scope

The study was conducted in Kanungu District Batwa community areas, including primary schools covering the Batwa community. Batwa community areas in Kanungu include areas of Kihembe, Kebiremu, Karehe, Buhoma, Mukongoro, Bikuuto, Kitariro, Rulangara and Byumba, consisting of 11 primary schools that include Kihembe Primary School, Kishunju Nursery and Primary School, Kishanda Community Primary School, Byumba Press Primary School, Bishops Primary School-Kinkiizi, Ntungamo Parents Primary School, Epiphany Primary School, Buhoma Community Primary School, Nina Awaits School-Mukongoro, Kitariro Nursery and Primary School as well as Buremba Primary School. These schools are occupied by the Batwa and some non-Batwa children and these were deemed imperative towards the success of this study.

1.5.3 Time scope

The study about parental roles and management of discipline among pupils in Batwa community was limited to the time scope of 10 years (2011-2021) whereby secondary data related to the study variables was gathered. In this period, the government and non-government institutions were noted to be involved in encouraging parents to take responsibility and follow up of their children so that discipline can be enhanced in school settings (NCDC, 2017). The period was considered enough to provide information that enriched the research.

1.6 Study Significance

Parents: Findings of this study will benefit parents through understanding of their roles that they have for a long time neglected as far as discipline of their children is concerned. Parents will thus be given an insight and feedback on how best they can discipline their children for the betterment of the society and the nation at large. In addition, the study findings offer an opportunity to parents to re-evaluate themselves on their roles in restoring and maintaining high discipline standards in primary schools.

Society: Findings from this study are hoped to help societies including the Batwa community in Kanungu district to eliminate or abolish the rate of crimes that are committed by indiscipline students. Parental involvement in discipline management is essential to society as it promotes responsible behavior and creates a supportive environment for children to grow and develop into productive members of society.

The government: The government of the Republic of Uganda through the Ministry of Education and Sports (MoES), Gender Labour and Social Development (GLSD) and as a policy maker will benefit from this study by gaining the relevance of parental involvement towards encouraging discipline in schools and involving parents in the activity. Parental involvement in discipline management is essential to the government because it can help to improve the well-being of

children and the community as a whole. The government has a responsibility to ensure that all children are protected from harm and have access to education and other essential services.

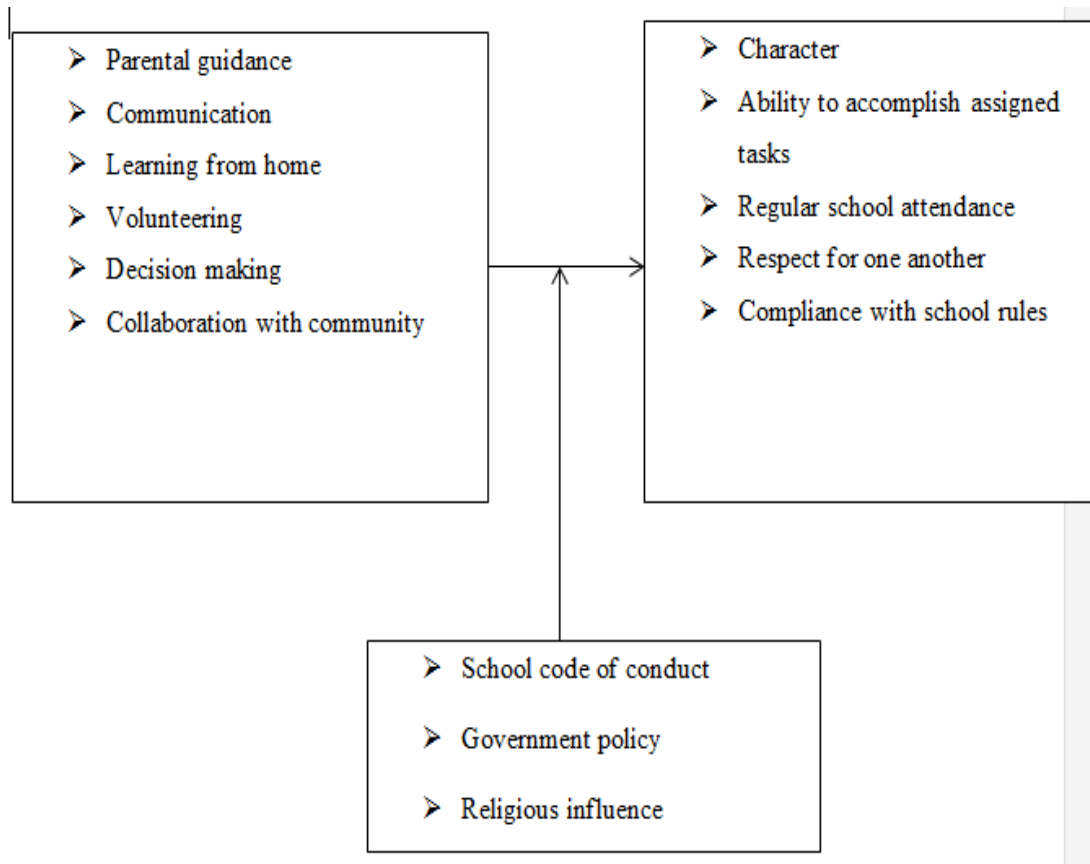
Pupils: School administrators and directors from the Batwa community primary schools in Kanungu district will improve on the existing formulated school policies on management of students' discipline that are the direct beneficiaries of this study. And this will enable them to get opportunities of going back to school, getting better grades and becoming important people to the society and the country.

Future researchers/academicians: Future researchers and academicians that intend to carry out similar or related studies will base on the findings of this study for references and some literature. The study will act as a reference point for future researchers.

1.7 The conceptual framework

Independent Variable (IV)
PARENTAL ROLES

Dependent Variable (DV)
PUPILS' DISCIPLINE



Source: A conceptual framework adopted from Daya Weerasinghe (2016) and modified for this study.

As depicted by Daya, (2016), the conceptual framework above presents the connection between parent's role and pupil's discipline. According to the framework, parents are mandated to be active in terms of participating in the schools' meetings including monthly, termly and Annual General Meetings (AGM), attend school visitations per term and the parent is mandated to communicate effectively with school teachers and possibly the school administrators. Such roles that can be played by a parent are in turn anticipated to be influential in bringing back and determine pupils discipline among their children in schools. Discipline is looked at in perspectives of good character, ability to accomplish assigned tasks, ability to perform quality work and mastery of

academic skills and content. Thus the former is an independent variable whereas the latter is a dependent variable.

On the other hand, other than parents, the school code of conduct and the government policies towards school discipline play a big role in determining pupils discipline as they are influencing factors for example the it the government that can draw policies concerning closure of schools that can't meet national school discipline standards.

All in all under this study the parent's involvement is considered as an independent variable whereas pupils discipline is regarded as a dependent variable.

1.8 Theoretical framework

This study was constructed basing on the assertive behavioral theory developed by Lee and Marlen Canter (1997). According to the theory, an educator applying this assertive discipline possesses a clear sense of how learners ought to behave so as to accomplish their instructional objective.

Canter (2010) believed that teachers have the rights of teaching in a conducive environment and enjoy support of both parents and learners, in return pupils have rights to a teacher or parent educator who will be firm, consistency, provide good encouragement and motivate desire by communicating to pupils what is wrong and become a role model for pleasant behaviors. The theory was also supported by Rachlin (1991) that assertive discipline is unique in providing a strategy of handling with behavior exactly after its occurrence by ways of a plan that makes pupils responsible for their behavior and consequences.

In relation to this study, parents and teachers keep on being expected to be proactive and decisive in pupils discipline issues in the absence of physical punishment, including reprimanding of the culprits. This theory helped to assess if parents are working with teachers in establishing clear rules which pupils tend to follow while at schools. It also helped in identifying whether parents were communicating with schools especially teachers, participating in school general meetings and planning, supporting pupils in scholastic materials, monitoring pupils at home among others. Hence it is clear that canter encouraged parents and teachers that indiscipline cases should be dealt with confidentiality and quickly as possible after occurring especially for the parents when invited or uninvited to address indiscipline cases of their children at school. The educator in this scenario

may be a parent and a teacher and so have to master mind the child's attitude and behaviors during infant stages so that indiscipline is eliminated.

Therefore, parents who use an assertive communication style can effectively communicate their expectations for their child's behavior while also listening to and respecting their child's needs and feelings. This can lead to a more positive relationship between the parent and child, which can, in turn, enhance the effectiveness of discipline management.

1.8 Definition of key terms

Counseling: This is a process of giving help to someone with or in problematic situation. It is a response to psycho-social problems that people face in their societies and engages the client in a relationship.

A challenge: This refers to a negative reaction, difficulty, problem, that a person may face in his or her life.

Community: A group of people, usually living in an identifiable geographical area, who share a common culture and are arranged in a social structure that allows them to exhibit some awareness of a common identity as a group.

Batwa: A distinct class of bantu- speaking short people, usually dwelling in the in the forested areas of the great lakes region. They are known for their short height and hunting tactics using bows and arrows.

Adolescent: The school learner in this study and whose age was between 12 and 15 years. Adolescents are associated with a desire to become independent and to search for adult identity and acceptance, Self-consciousness and being sensitive to personal criticism, Concern about physical growth and maturity, a belief that their personal problems, feelings, and experiences are unique to themselves.

Discipline: The ability of an individual to conform to established rules and regulations of a community or school.

Parenthood: The responsibility undertaken by either the male or female parent who brought up the child.

CHAPTER TWO

LITERATURE

2.0 Introduction

This chapter presents the review of relevant literature it conducted in accordance with the study objectives.

2.1 The concept of parental roles

Parents play the primary role by assuming their responsibility towards their children at home to maintain the discipline of students (Joseph, 2013). In this view, the involvement of parents in establishing home conditions supports learning needs to be helped by the schools. This is because nowadays parents are always busy days and night leading to parents' inability to play effective role in improving discipline of their students (Kiggundu, 2009). Yet, Korkmazz (2007) advised that the parents should love, respect and care towards their children's education and children's basic and school needs.

Lekli and Kaloti (2015) supported this idea by insisting that students' discipline, motivation, engagement and ultimate academic performance are increased by focused intervention of both teacher and parents' communication. Furthermore, it has been provided by many studies that communication between students' families and teachers on the phone leads to positive academic performance and it is found that parent-initiated contact with teachers and improved student performance is due to their inter communication through phone calls. Equally important, is the idea of Comer (1991) who suggested the advantage of parent-school partnership such as improving experiences and outcomes for the students, like academic outcomes students' discipline, social, emotional, and behavioural in their nature. Therefore, parents in the Batwa primary schools are entitled to keep on making follow ups on their children through proper communication with teachers and possibly making school visitations while inquiring on their children's behaviors.

According to Kadama (2016), there is a weak collaboration between teachers and parents, and finally indicated that for both teachers and parents the duty of dealing with students' discipline remains an intriguing issue. In support of this, Wanja (2014) emphasizes that the involvement of

parents was not perfect, and confirmed that parents should be more engaged in students' discipline issues, including arguing them to be disciplined while at schools. Increasingly, Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools.

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

Steven. *et. al* (2002) alludes that the more family and community involvement activities were implemented, the fewer students were disciplined by being sent to the principal's office for disciplinary hearing or given detention or in-school suspension. Activities for two types of involvement, parenting and volunteering were most predictive of reducing percentage of students who were subject to discipline. Also, the schools that improved the quality of their partnership between parenting and volunteering programs reported fewer students in need of discipline. Also, the results suggested that creating more schools, families and community contexts may be one of the ways in which schools can improve student's behavior and overall school discipline. It is therefore, important to study the influence of these roles of parental management on pupil's discipline of learners among the Batwa community primary schools in Kanungu district.

2.1.1 The concept of pupil's discipline

School discipline as an important element in the school administration. Discipline is a mode of life in relation to laid down rules any community to which all members must comply with, and s/he added that it is indiscipline when these rules are violated (Nakipodia, 2010). According to Barrell (1975) it is parents "responsibilities for their children" growth i.e. both discipline and control right. This will have an effect on the punishment given to students who violate the school rules and regulations. Consequently, discipline leads to methods of model characters and of teaching self-control and pleasant behaviours. Thus the term discipline can be applicable in punishing indiscipline students as the consequence of transgression of the code of conduct (Nakipodia, 2010).

2.2 Role of parents in management of their children's discipline

Steinberg (2011) comments that some parents use warmth, firm control, rational, and issue-oriented discipline emphasizing the autonomy development and self-direction but specifically utmost responsibility is more taken into consideration for the behaviour of their children. Another researcher, Kolari (2009) noted that authoritarian is another style under which parents are autocratic and dictatorial in their nature by using forceful, punitive and absolute discipline and experience exhibition of good emotional understanding and control, this helps students to control their emotions and to understand others' points of views as well. Hence, in their belief children do not have right to tell their parents how best something should be done. Subsequently, the indulgent parenting style in which parents are tolerant, merciful and forgiving at the same time parents who in their character are responsiveness and demandingness on a low level, are considered to be more concerned with their children's happiness. As consequence, they only accept and passively manage cases of indiscipline.

Concurrently, in his view Kolari (2009) analysed connected parents who want the improvement in the connection with their children using an empathetic approach by recognizing the advantage of empathy of building capacity of hope, confidence and becoming emotionally resilient. Thus they listen to what their students are telling them and decode their children's emotions into real understanding.

Following this, Steinberg (2011) described indifferent parent as another parenting style in discipline where parents are neither bad nor good, i.e. they are moderate and fair in their nature they are less responsiveness and demandingness in their character hence they are extremely neglectful because they seem not to involve in their students' lives not because of the least love for their students but believe that students should live their own life as free as possible (Steinberg 2011). Thus, connected style was adopted in this research due to the fact that parents strive to improve the relationship with their children leading to the improvement of their students discipline as a result of parental involvement in students' discipline control.

2.3 Benefits of parental roles in management of pupils discipline in Batwa community schools

Maina (2008) pointed out that parental involvement has been linked with improved students' performance and that when parents were involved, their children achieved more, had higher

grades, better attendance and homework completion rates. These children exhibited more positive attitudes and decreased anti-social behavior. He noted, however, that although a school head was supposed to facilitate and encourage the establishment of Parents Teachers Associations and to cultivate good relations both with parents and the local community, the Teachers Service Commission Heads Manual did not stipulate how these were to be accomplished.

Family members particularly parents, are the chiefs architects in shaping the personality of a child. The range and emotion of depth which parents displays to their children builds up their psychological interior of their children. Emotional and social adjustment of children who are loved, accepted nurtured, trusted and who have emotional ties with their parents are superior (Chakra and Prabha, 2014).

The Fuji Education Commission Report (2010) stated that parents psycho social support is inadequate in most school settings, although it is important in ways others than financial. Parents need to provide encouragement through proper guidance and counseling as well as providing them with an enabling environment to enable them to study and do homework. Schools may need to go to parents to raise awareness of how they can be the best in assisting their children. The report further stated that the abuse of alcohol, tobacco and marijuana is increasing amongst secondary students and upper primary class learners. Truancy and bullying are also prevalent. While the family lays the psychosocial, moral and spiritual foundations in the overall development of child, parenthood is responsibility requiring the full cooperation of both parents must ensure the total development of their offspring(s) (Eweniyi, 2012).

Parents are aware of their roles as parents by means of their own initiatives and also by attending parenting workshops arranged by schools and by other organizations. The awareness of the importance of these courses and information regarding parenting can help parents upgrade their knowledge and skills to teach and manage their children in a better and appropriate manner (Cavkaytar, 2007). Parents also have the role to prepare conducive environment at home for their children to study so that they can manage to complete their homework (LeFevre & Shaw, 2012). Comfortable environment and study spaces would motivate children to revise their lessons. Parents involved in assisting their children to complete their homework can upgrade students' achievement levels (Aida & Zolkepli, 2014; Manisah, Azleen, Norshidah & Majid, 2017). The continuity of

learning in school and at home, not only helps in academic attainment but also helps remedy problematic behavior among learners (Norshidah & Khalim, 2018).

According to the study by Epstein and Sheldon (2002), parental involvement in schools improved communication between parents and teachers, leading to a more positive school climate and better student outcomes. It is essential to note that getting parents involved in the schools programs enhances a good environment for the school to give children knowledge.

Mallette and Young (2017) found that parental involvement in the management of pupils' discipline helped to identify and address behavior problems early on, reducing the likelihood of more serious disciplinary issues in the future. Majid, (2017), added that the great benefit of a parent to be involved in discipline management helps to trouble shoot the dangers such as strikes outbreak in their infant stages. This therefore makes the schools alert of any indiscipline danger hence prevention.

Involvement of a parent in school programs particularly in pupils discipline management is essential for the betterment of understanding their children status at school. According to Kim and Sheridan (2015) parental involvement in schools increased parents' sense of responsibility for their child's behavior, leading to improved academic and behavioral outcomes for the child(Kim and Sheridan, 2015).

A study by Reynolds and Clements (2016) found that parental involvement in schools provided an opportunity for parents to model positive behavior and problem-solving skills to their child, leading to improved behavior and academic performance.

Enhanced Academic Performance: A meta-analysis by Fan and Chen (2001) found that parental involvement in schools was positively associated with improved academic performance, particularly in reading and math.

Parental monitoring has a protective effect on the many adolescent risk behaviors in both middle class populations and poor urban environments and has been shown both to moderate the effect of

peer influence and to persist into late adolescence. Whereas unsupervised parent-child communication reduces sexual risk behaviors (Devore & Ginsburg, 2015). A study by Juang & Silbereisen (2012) showed that parents who demonstrated more warmth, engaged in more discussions concerning academic and intellectual matters with their adolescents and had higher school aspirations for their adolescents, reported more involvement in their adolescents schooling. In contrast, adolescents who were characterized by below average ability, parental school involvement and capability beliefs, demonstrated the worst school performance.

The family in its most common forms is a lifelong commitment between man and a woman who feed shelter and nurtures their children until they reach maturity. It is a primary socialization context and is, therefore considered to be very important factor influencing child development (Ozeinar, 2016). Sheldon & Epstein (2002) postulated that creating more connections and greater cooperation amongst the school, family and community context is one way for school to improve student behavior and school discipline. According to Mbaki (2018) posited that parents who exerted control and monitored their children's activities and promoted self-motivation were found to have the most positive effects on pupils behavior both at home and in schools.

2.4 Challenges faced by parents in pupils discipline management and how they can overcome them.

According to Timberly, Gwendolyn & Skiba (2016), the source for the weakness in communication between schools and parents is due to the ignorance of parents of the best ways to communicate with school administrations. This failure to communicate leads to parents not having information from schools about their children. Multiple approaches can be taken by school to overcome this obstacle; by sharing information with parents via telephone, Whatsapp, e-mail, facebook, daily notes and note books. Teachers also must be more open to receiving ideas and viewpoints from parents. The school should welcome the presence of parents in schools so that they feel that their presence is valued, thus encouraging them to participate more actively in school activities, PTA meetings and Individual Education Programs (IEP). Two-way direct communication can help eliminate misperception and suspicion between these two parties.

De Dieu (2021) writes that the objective of discipline is the creation of a safe and conducive environment in both classroom and the society, and insists that most of indiscipline cases are not related to compliance to set rules and school code of conduct and other unpleasant behaviours such as drug abuse, sexual abuse, and theft of school properties, absenteeism and lateness. Furthermore a quick analysis revealed a significant correlation between the school administration and students “discipline in the schools where students are involved and responsible in undertaking tasks. All the parents want their children to learn and be accepted by their peers and teachers. Maintaining students” discipline is a complex process in itself and is related to variety of factors but more especially the parent factor. Parents play the primary role by assuming their responsibility towards their children at home to maintain the discipline of students (Philip, 2013). Parents in Batwa primary schools are encouraged to live as exemplary in front of their children in order to be role models. It is believed that families with parents that are violent are also likely to be violent where ever they go even in schools thus affecting their academic career.

Korkmazz (2007) supported this idea where he added that the parents should love, respect and care towards their children’s education and children’s basic and school needs. Unfortunately, the employment status of most parents also affects their children. Pupils from families of working parents are faced with lack of close monitoring, while also this may be the case for those not working. Furthermore, parents should express a harmonious communication with the teacher and other staff in school and provide a warm atmosphere for their children for revising the notes at home and being aware about what their children do.

Equally important is the contribution of Chand (2013) who says that parent play a pivotal role in maintaining discipline in schools whereas the lack of their support rise to a number of problems such as assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, pregnancy, class repetition and relationship problem. Through attendance and involvement in PTA meetings, parents have the role to manage discipline by combining efforts with school managers as well as teachers. This is not limited to the Batwa Primary Schools in Kanungu district. Consequently, the parents who are more warmth, engaged in more discussions concerning discipline, academic and intellectual matters with their adolescents, and have higher schools, aspirations for their

adolescents, and are reported to show more participation in their adolescents' schooling (Juang & Silbereisen, 2002).

Okorodudu (2010) defends that when parents exert control and monitoring adolescent activities and promoting self-autonomy leads to having the most positive effect on adolescents' behaviour on their discipline. He further recommends that it is important once proper values are inculcated in the young and adolescents so they grow up and become responsible citizens of their country. The level of parental involvement in students' educational process was opined to be the only one significant factor in predicting if a learner will be successful in that educational process because children whose parents are engaged in their education are motivated to learn and once they have such motivation they tend to be involved and disciplined in classroom (Habyarimana, 2018). Parents' role among the Batwa primary schools is to motivate their children to behave well in order to attain their success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains research design, area of study, sampling strategies, sample size, data collection methods and instruments, data analysis, data quality control, ethical considerations, research limitations and delimitations.

3.1 Study design

This study employed a phenomenological research design which involved creation of an opportunity for multiple socially constructed global views (Creswell, 2013). The design was preferred for this study because it allows deeper understanding of commonality lived experiences within a particular group and provides abundant data about real life of people (Maxwell, 2013; Leedy & Ormrod, 2014). In addition, the design provides an opportunity to explore the lived experiences of the participants on the phenomenon under study (Alase, 2017). Experiences of parents in management of discipline among pupils in Batwa community primary schools in Kanungu district were explored using this research design.

3.2 Study Population

Data was obtained from empirical research that was done among teachers, head teachers, parents and pupils of primary schools in the Batwa community areas of Kanungu District. The area is well endowed with primary schools which are doing well by government standards and these accommodate both non-Batwa and Batwa pupils from Kanungu district.

The study targeted schools occupied by the Batwa and some non-Batwa children and these were deemed imperative towards the success of this study although the researcher randomly selected only 9 schools out of 11 for purposes of time that was dedicated to this study. The schools selected were Kihembe, Kishunju, Byumba Press, Buhoma, Nina Awaits, Buremba, Kitariro, Epiphany, and Ntungamo Parents Primary schools. The study involved 1 Head teacher per school, 2 pupils per school, 1 teacher per school and 2 parents per school in the Batwa community in Kanungu district. This summed up to a total target population of 54 respondents.

3.3 Sampling techniques

The study employed both purposive and non-probability sampling design using quota sampling technique. According to Creswell (2009), Simple random sampling method is the type of sampling technique that gives equal chance to every element to be selected. As a way of getting a sample, a sampling frame was constructed and the elements were then randomly sampled. The researcher used this technique to select pupils in selected Batwa community primary schools in Kanungu district. The technique was preferred for this category of respondents because it offered equal chances to respondents being selected to participate in the study.

The researcher visited the schools and requested for class attendance registers where he chose names at random until the number of pupils to participate in the study were met. Purposive sampling, also known as judgmental, selective, or subjective sampling was also used. According to Bill, (2011), this is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. Purposive sampling involves identifying and selecting individuals or groups of Individuals that are especially knowledgeable about or experienced about a phenomenon of interest (Creswell & Plano Clark, 2011). The method helped in selection of parents, teachers and head teachers. It was preferred for

this category of respondents because it enables researchers to generate a lot of information out of the data that they had collected (Palinkas, 2016). In addition, purposive sampling is time and cost effective hence helped the researcher to gather data from a big number parents, teachers and head teachers from the selected Batwa community primary schools in Kanungu district.

The researcher also based himself on the records of Kanungu District and the schools in the Batwa communities. Information was got through conversations between the interviewer/researcher and the interviewees/respondents who were teachers, head teachers, and selected Batwa parents and pupils for purposes of getting information related to discipline in Batwa community schools.

3.4 Sample size determination

With the aid of Krejcie, and Morgan's table of sample size determination, 9 schools were sampled from the 11 primary schools in the Batwa community. This is further presented in the table below;

Table of sample size determination.

Category	Sample size	Technique
Pupils	18	Simple random sampling
Parents	18	Purposive sampling
Head Teachers	9	Purposive sampling
Teachers	9	Purposive sampling
Total	54	

Primary Data, 2022

3.5 Data sources.

The researcher collected data using secondary and primary sources. Secondary data was to guide the researcher to establish what other researchers found out previously on parental roles in

discipline management of children. This enabled the researcher to fill some gaps that would otherwise be left out. In this respect, textbooks, journals, newspapers and other relevant records were used alongside Primary data in order to come up with information relevant to the study topic. Primary data was obtained through interviews with the respondents.

3.6 Data collection methods and instruments

The researcher employed interview method or used interview tools through which data was gathered as follows;

3.6.1 Interviews

The researcher used interviews or interview method, where he employed purposeful conversations with the respondents for the purposes of getting particular information. According to Ragin (2011), an interview is a qualitative research method that relies on asking questions in order to collect data. To him, Interviews involve two or more people, one of whom is the interviewer who asks the questions and the interviewee(s) being respondent(s). The researcher conducted face-to-face interviews with the study respondents that were primary head teachers and teachers, Batwa pupils and their parents. The interviewer was open ended designed to solicit, evoke and elicit responses. These yielded as much information about the study phenomenon as possible and also he was able to address the aims and objectives of the study. The interviews took two forms both informal and formal. In the informal setting, the researcher developed major aspects or issues which he intended to study and he used these as a guide to questions he intended to ask. There was a specific order of asking questions as well as recording answers. While in formal setting, the researcher had an interview guide/schedule that entailed questions which were posed to the respondents and had a specific way of recording their responses. During all interview sessions, the researcher provided

basic explanations about the rationale of the study in order to build rapport and collect data feasibly.

To increase data availability and reduce result bias, there was double translation of the tool for example from English to vernacular and from vernacular to English by two independent translators. The researcher went to the sub county and searched for the expert that was conversant with the Batwa communication and English. This helped in traveling with the researcher in order to ease the flow of the conversations especially parents. The two parties came together to settle the difference. No wonder, all the interview guides were accompanied and supported by other information from secondary sources through document analysis.

Data was also collected from the existing records like personal letters, magazines, meeting minutes, newspapers, Kanungu District reports, research reports and publications of other scholars, as well as other related policy documents related to child discipline management. This was basically applied in order to collect data on historical perspectives of the study or to obtain information whose providers ceased to exist at the time of conducting this research, but was deemed imperative towards the success of the study. The method was also of choice because of its non-reactivity state. In other words there was no influence of the method on people from whom data was being collected. This form was also cheaper than other tools and it was also good in capturing confessions of people

3.7 Data Collection Procedures

Authority for collecting data was guaranteed by a permission letter from the Directorate of postgraduate training at Kabale University. This became an entry point to the field. During interviews, the researcher motivated respondents by sufficiently building rapports or making good working relationship with respondents. An Interview guide enabled the researcher to collect the

required data, while also controlling the environment when asking questions, by controlling the order or the flow of the questions.

3.8 Data analysis methods

Data analysis process started with putting together stacks of sophisticated data that was noted during physical interactions with the respondents (Data assembling). The raw data was then examined to cross check completeness and errors/omissions. Then the data was coded using a computer and presented on the table content analysis in form of themes. In this report, the themes are presented in form of narrations while specifying data categories. This kind of descriptive design made comparisons easier.

3.9 Ethical consideration

Ethical issues in research include codes of conduct that are concerned with the protection of the researched from physical, mental, and/or psychological harm (Chilisa, 2005). Ethical considerations in research thus involved outlining the content of research and what is required of participants, how informed consent should be obtained and confidentiality issues. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants.

While conducting the study, the interviews were taken in peaceful environments which were selected by the participants. A central individual was reached, initially, who further reached out to those who would volunteer to be a part of the study. In doing so, the rationale of the study was explained so that volunteers of the area would know what they would be engaging in. Teachers,

head teachers and parents were contacted individually and were asked if they would like to be interviewed about the issue.

In terms of consent, it was done verbally upon the beginning of the meeting of the respondents and participants had the freedom to withdraw. Each participant was free to speak, and they were not in any way forced to respond to what they did not feel comfortable with. To enable and maintain their confidence, participant's responses were not labeled as right or wrong and they were assured that each response is of importance. As stated, participants chose the location for the interviews and this was a part of having their privacy respected, in addition, their identity in the study remains anonymous and their names are withheld. Consent was sought for each participant in the study and nobody was forced to, and they were free to withdraw.

On side of pupils, an assent form was designed as most of them were below the age of 18 years.

3.10 Study limitations and delimitations

The downside to this was that bias could not be avoided. This is in the sense that most of the respondents were familiar with the interviewer (me), because I had worked in their area before. Because of this, at times their answers were directed at complaining about the new system of my old workplace as perceived. Despite making sure that there was no hindrance of self-esteem, it could not be concluded that neither of them experienced it because it is not a visible factor.

Resistance from the respondents was also another problem. Preliminary research had revealed that the closed nature of Kanungu District Batwa community areas was a tremendous challenge. This assertion is based on the argument that most of the residents of these areas especially Batwa parents were so secretive and not willing to disclose much regarding their take on child discipline cases in

the area and their schools to any outsider. However to reduce on this problem, the researcher would always first establish a rapport to capture the attention of his respondents.

Lastly, there was limited time and resources for the study, such that the sample size was smaller than what could have possibly given a larger insight of the topic, for example, two other areas or different places in the whole region of Kigezi could have been involved or even places in different regions within Kigezi. On the side of resources, the researcher encountered a problem of limited funds for transport to move around the area of study, photocopying and printing and also facilitating research assistants. However, transport costs were lowered when an uncle to the researcher started providing some facilitation that enabled him traverse all corners of the study area

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study regarding parental roles in management of pupils discipline in selected Batwa community Primary Schools in Kanungu District. Data was collected through interviews and document analysis and was analyzed and interpreted in relation to the objectives of the study.

4.1 The role of parents in management of their children's discipline

The study found out that majority of the respondents agreed that parents help urge children to comply to school rules with only a few disagreeing with this view. Asked how this was done, one of the respondents who is a Head teacher in one of the primary schools said; *"...when our students report in p.1, the parents are invited and we discuss with them our school rules so that those who are comfortable with them bring their children. They then sign on the student admission form too. Their compliance is seen when they buy the right uniformsand in fact p.1s start off very well. However, when these children enter p.6 and p.7, that is when they start breaking some school rules and this could likely be because of other factors like peer influence which affect them strongly as most of them reach these classes at the stage of adolescence, but I tend to support my parents here ,they try their best.. "*

In similar circumstances, majority of the parent respondents revealed that most of their fellow parents reported children's misconduct to the school administrators when the children were out of school. One parent who was a PTA representative in one of the schools in the community of Bwindi noted that they communicated with the school administration about this and the

communication was not necessarily about one's own child. The study established through these responses that the parents acted as close watch dogs to the children. For example, one head teacher on the same said; *"the parents are very active and they constantly communicate any vice to schools though when it comes to individual parents and their children at home, then some do not play this role"*. However, when Batwa children were asked if their parents knew some school rules, it was unfortunate to find that majority emphasized that their parents never knew anything pertaining school rules and therefore never bothered to report their children's misconduct to teachers. In a close interview with one teacher, he said; *"...I believe most parents are ignorant about our rules and regulations, although we try as much as possible to tell parents about these rules, putting them in practice has remained a night mare"*

In relation to guidance and counseling, most of the parent respondents were of the opinion that they played this role both at home and during various meetings with their children at school although this seemed a skeptical defense among the teachers. Most of the parents who were interrogated said that they guided their children on choice of subjects and even the type of friends to make. A sizeable number of parents who disagreed reported that they did not play this role, and were taken as an eye opener for the school administration to sensitize the parents on their role in as far as discipline of children was concerned. To ascertain if this role was being played, one child at a primary school was quoted saying while in an interview that; *"...my parent has never guided me on anything related to school life, what he knows is to give me food, books and pens"*. In another interview with a teacher in one of the primary schools, he said; *"most of our parents do not take the required time to guide and counsel their young daughters and sons on their career paths, we thus tend to have self-guided pupils and this affects them in the pursuit of their studies"*.

However the head teachers who were interrogated maintained that there were a few parents who played the role of guidance and counseling to their children. Other data that was collected from the pupils through interviews clearly showed that parents do not play quite a number of roles. A good number of them mentioned that parents did not supervise their remedial work while at home, although some proportion agreed that parents did supervise completion of their homework. Lack of supervision was seen by the study as the beginning of the problems related to discipline.

During other interviews on the same, several teachers reported that they had a big problem with student completion of homework. This is traced on what one teacher explained while being interviewed that, *"... the assignments are to be done after classes and since this is not a boarding school, we do not have to extend evening preps. We expect our parents therefore to assist us by supervising or just ensuring the student utilizes some time at home to do homework. Unfortunately most times the pupils come here the following day with undone homework and we keep on punishing them but until when... with this trend do you think we can compete well academically with the boarding schools?"* It was also very interesting to note that some parents were of the opinion that they rewarded pupils who performed well while few parents felt less concerned about this. In another interview with another head teacher at one of the primary schools in the area of study, it was pointed out that in most cases pupils were rewarded for academic improvement, though some few were rewarded for good behavior and cleanliness but this was rarely done. He further said, *"...in fact my teachers have suggested that we give good attention to rewarding pupils with regard to their discipline ... and we are hoping to do this because of the realization that this may be an additional method to help us reduce the discipline problems we have today among our pupils..."* The study found out that a good reward system would motivate pupils who would always strive to do what they are praised and rewarded for as one of the interviewed child at a school said;

“I want to work harder and get another prize, I was the best in smartness and still I want to be..”.

A good reward system is therefore a new measure that can be put in place to enhance student discipline in Batwa community schools.

In other issues related to guidance and counseling of pupils, a reasonable number of Batwa children disagreed that the parents never played the roles but a small number of these children/pupils agreed that the parents played the role. On further interrogation by the researcher, one of the head teachers revealed that most parents did not provide the required guidance except only when an offence had been committed towards their children. This was reported to pose serious challenges in the communities especially around Bwindi, as most pupils usually drop school and resort to other concoctions like drug and substance abuse. The study found out that inadequacy of guidance and counseling to Batwa children was reported by most teachers to have had a toll on the character and eventual future of these children, often causing mayhem among Batwa parents, teachers, and community leaders in the area of study. Some of the Batwa children were observed living in conditions beyond human recognition, often traced in the edges of the forests smoking marijuana. However, education of these children is critical to the future of the nation, although used intractably as a pre-condition to better service delivery, and also invariably as a pre-requisite to effective development of an individual. No wonder, cases of parents not reporting these children misconduct while out of school was commonly mentioned by a large number of Batwa pupils although another small number indicated that their conduct was partly minded about by their parents. A few pupils reported that their parents urged them to comply with school rules while very many Batwa pupils reported this as a mere dream. Supervision of remedial work at home was a role that was not largely played by parents as reviewed by children. On reprimanding children

on discipline cases, a big number of pupils reported that their parents never played the role although one in ten would maintain the role was being partly played. Though the study findings tend to indicate that some children agreed that their parents played some roles to enhance their discipline, it was observed that in this research item most of the pupils were undecided. This was taken to imply that these roles were not played to the expected levels by the children's parents.

As already indicated that lack of guidance and counseling has a direct bearing on the character and future of the Batwa children, the parenting style adopted by their parents also cannot be understated as it plays an important part in how the child adapt to the school environment. In the area of study, Batwa children teachers reported that the parents of these children are found to have low levels of awareness of preventive measures used within schools to tackle incidents of indiscipline. The study further discovered that parents only seemed to have an awareness of reactive measures such as exclusion to address indiscipline. Communication between parents, schools teachers and pupils was found to be inconsistent, as most parents even never had the capacity to own a phone. Parents perceived their role as being “external” to the school environment with respect to addressing issues of indiscipline. It was observed that a gap existed between internal roles and influences (teaching staff) and external roles and influence (parents) and the strategic links that could be made to provide an approach to addressing pupil behavior from both parties. The study showed that the home environment had an impact on the discipline of the child as one teacher at a primary school asserted while in an interview that; “*charity begins at home*”. Students, who were victims of some indiscipline/ bad behavior, did so because of some personality differences which were a reflection of ineffective socialization, particularly at puberty stage which is usually experienced by some upper class pupils. Violent attacks on others and challenge to authority was most likely a result of

lack of inbuilt discipline traits in the learners/pupils because the parents did not instill a culture of discipline at the tender age of childhood. This notion is reflected on what one head teacher said while in an interview that; *“the parent mediates security, health, justice, order, knowledge, affection and peace”*.

To some teachers, it had been observed and was reported through interviews that the parenting trends that had evolved over the last 20 years promoted the development of unattached, uncommunicative, learning-impaired and uncontrollable children. Although economically, there continued to grow a need for more income to bring up a family, the idea of two working parents had a downside to it. Very many children returned from school to an empty house and at times with an empty stomach. When parents arrived, they were often tired and pre-occupied with problems at work as most of their parents are uneducated and are therefore largely involved in casual work. This clearly meant that teenagers were getting less parenting.

It was also noted to imply that most parents found themselves enslaved by a materialistic, over-achieving society that led them to spend so many hours at work and so much money that they could not make and above all, time to do the things necessary to bond them with their children. This also left teenagers with large amounts of unsupervised time. It was also stated by teachers that in homes where there was a lot of violence between spouses or where the parents corrected their children through harsh punishment like beating especially families of the drunkards where parents were constantly absent from home, a sense of insecurity and lack of self-esteem developed in the children. Self-esteem could also be destroyed during puberty if young children were not fully explained to the physical and psychological changes taking place in their bodies, a role that fell squarely on parents.

Another finding was that parents certainly play some role of reprimanding the children over discipline matters. On reprimanding pupils on discipline problems, it was unfortunate to note that the majority of parents did not do it while only a small number of parents said they did it. A head teacher at a primary school when interviewed on the same explained that if parents would be reprimanding pupils over discipline cases often, then cases of lateness, indecent dressing especially in upper classes, failure to do homework amongst others would reduce. Unfortunately to teachers, it looked like most of the parents had left this work to the teachers who could in turn not manage without cooperation from the parents. When a teacher at one of the primary schools was asked about this issue, he had this to say, “*We cannot rely on the heavily embedded discipline challenges of the children, overall their parents do not care. It’s a double edged sword to change the morals of a child from a family where the parents are not supportive*”. To pupils, most of them indicated that being reprimanded was a mere dream among their parents.

On the theme concerning monitoring of pupils while out of school, the study found out that only a minimum number of parents said they played this role while majority of the parents did not. This was taken to be caused by the fact that most of the parents were unemployed and could therefore be spending most of the time struggling to make ends meet. More over as it had been indicated by the study already that some of the parents were employed and probably spend much of their time at the work place. To explain the point further, one of the parent respondents in the study area indicated that most parents were never at home when the pupils reported back from school. This was most common among the employed and self-employed parents, although there were also some Batwa parents who were reported by the teachers in many primary schools to be drunkards, and

therefore, spent too much time in bars, came home late rather than attending to their children. It was quite sad to find out that only one in ten parents ensured regular attendance of pupils to schools. Majority of Batwa parent respondents indicated that they did not play this role. The study indicated that most of the Batwa parents in the schools in the area of study did not play their roles of enhancing pupil discipline. This was supported by an interview with one of the teachers at one of the primary schools, who said, *"... the biggest problem we have had for a long time is to have parents who actively play their roles in enhancing student discipline. Some seem not to care or even make follow ups to their pupils' conduct and even performance. Truly the teachers try to play their roles but this alone is not enough considering that most of the methods used to enhance discipline seem ineffective and others require a lot of patience for instance, guidance and counseling. "The finding on this theme appears to indicate that parents in the schools within the area of study, urge pupils to comply to school rules, report cases of misconduct to the school administration, guide and counsel pupils and to a small extent reward those who behave well. However the Head teachers noted that the parents did not play the most crucial roles of enhancing student discipline like, supervising remedial work, reprimanding pupils on discipline cases, monitoring their movement while out of school and ensuring the pupils' regular attendance to school. This is in conformity with what pupils revealed that most of their parents rarely looked into their work books when they reached home. According to the study, there is an urgent need to guide parents on how to play most of the roles that enhance child discipline. This is in an attempt to approve the assertion of most of the Head teachers which encouraged parental involvement in school administration and for the sake of this study, children's discipline. This according to them should be done in a way that is not viewed as interference. According to the Batwa pupils that were interviewed at one of the primary schools, it was also clearly indicated by a few that some of*

their parents ensured their regular attendance and punctuality in school. Interviews with several teachers had revealed that the teachers were in agreement with minority of the pupil respondents on the fact that parents did not ensure their regular attendance and punctuality in school. To explain this further, one teacher on the same school said, "*...we normally have quite a number of pupils to punish every week because of late coming and at times we use other pupils to find why another has been absent from school for a long time... meaning that that these parents are not keen about the regular attendance of some of their pupils...*". This remark made the study to establish that the parents in the area of study had not yet fully complied to the Ministry of Education and Sports (2009) requirement that parents ought to ensure that lessons begin promptly and on time and that their children attend school regularly, ensure punctuality and even provide reasons for any absence. Concerning monitoring of children while out of school, a negligible proportion of the Batwa pupil respondents said their parents played this role although there was some who never agree on the same. These contradicting responses were taken to indicate that the role wasn't adequately played by the parents. But more than half of Batwa pupils revealed that parents rewarded children/pupils who behaved well, although a few were not in agreement with this. The representation of both respondents indicated to the study that this role was not well played by the parents in the area of study.

In other cases, parents seemed to have a challenging view of discipline and this in turn compromised the work of teachers, as teachers in several schools in the area bluntly put it that many parents abdicated their authority. When this happened, young children grew up with few, if any rules or guidelines to regulate behavior. In some cases, it appeared that parents were reacting to negative experiences they had in their own childhood because they wanted to be friends with their children, and not to act as disciplinarians.

A Head teacher at a nursery and primary school further revealed that a survey of nearly 60 teens in drug abuse and addiction in Bwindi community which was done in 2015 indicated that many of the children especially Batwa boys shared drugs like marijuana as early as at an age of 13 with their parents, other than alcohol with their dads who in most cases buy for them, and that six in ten of these teens were actually introduced to drugs, usually marijuana by parents, or either learnt it themselves in the absence of their parents at home by stealing the drugs from their parents. Changes in the family contribute to a large extent, the behavior of an adolescent. One parent in the area of Mpungu who had a child at one of the primary schools reported that, *“more than a third of Batwa children, experience their parents’ divorce before reaching 15 years”*. He also said that children who had experienced family dissolution had a more difficult time with academic and social expectations at school than children from intact families or established single families or blended families. Additionally, parental divorce often affected the children’s sense of emotional well-being and self-esteem.

Research has attributed single parenthood to difficulties in discipline of the adolescents. To the teachers in the area of study, many single parents were more often than not unable to continue instilling good discipline to their children and this affected their children’s behavior adversely. Many single parents gave in to all that their children wanted in an attempt to compensate for being single and they did not see a limit to the demands which further spoilt the child. For example one head teacher at a primary school in the area asserted that *“the impact of divorce is that children tend to have problems and experience symptoms which may include one or more like; Impulsive and impatient behavior, Anger at others, trauma, stigma, oppositional, rebellious, defiant or*

conduct problems, breaking rules and testing limit, destructive behavior, anger at self, Self-blame or guilt, Self destructive or self-harming behavior, Drug or alcohol use, apathy or failure to accept responsibility, stampede towards early marriages or increased sexual activity, Isolation and withdrawal, Suicidal thoughts or behavior, Violent thoughts or behavior and Superficially positive behavior". Teachers in the area of study had also maintained that children needed examples and simple instructions in order to develop morally and mentally. Children needed to be shown what parents wanted them to do and how to do it. But parents on this insisted that to practice what the children are shown, supervision and guidance is critical when they are learning new tasks as lots of encouragement and praise for their initiative, creativity and effort can stimulate more efforts towards learning. It was also over emphasized by teachers that parents were permanent models for their children.

In this respect, children might feel jealous of a single parent's friend of the opposite sex. Consequently, such a development may affect their morals adversely and especially if the new relationship was not explained to them. They further stated that apart from overindulgence by the parents, there were also extreme cases of deprivation of love and attention on children in some Batwa family set ups. Children who did not get enough attention at home, often compensated by seeking attention from their teachers whose efforts to assist also remained wanting. On the same, one pupil said "*me I would appreciate to remain in school because my teacher.... helps me more than my own dad. However my father will kill me if I don't go back home*"

The study further found out that nearly all teachers reported that more than one form of indiscipline existed among the children who are not properly monitored by the parents. Teachers in selected schools said that the children/ pupils had an absenteeism problem, classroom noise making, not

completing homework and late coming to school, including boycotting the school routine. A small proportion of teachers said that the children were molesting new comers and others pin-pointed boy – girl relationship as a discipline problem that has yet started to affect the upper class levels, as we tend to have some adolescents in these classes.

The most prevalent form of indiscipline, according to the Head teachers, was absenteeism. It was reported by most teachers at several primary schools that most of the Batwa parents force their children to remain at home assisting in household chores, hunting in Bwindi forest in a bid to make ends meet. In return, the children who remain at home are introduced to drugs such as tobacco and marijuana by their parents and on returning to school, such children are found using these drugs even while in the schools. Absenteeism end up resulting into poor performance by these children, and the fact that they are at times introduced to use of drugs while at home by their parents, such children are found to be aggressive when they come to the schools, characterized by constant fighting and boycott of school authority and rules. The same behaviors can be cultivated back home, where the children cannot listen to instructions from their parents. It was established through an interview with the teachers that a proportion of the children who were always found absent in schools also never had parents (orphans) and a few whose parents were available were unemployed. These parents due to being unemployed as already established left home early and came back late in their efforts to make ends meet. They also had no time to attend school meetings and supervise remedial work for their children. This scenario left the children to take care of themselves and at times they would even forego school to assist the other siblings in the absence of the parents. Other forms included not completing homework and boy-girl relationships. But this could mainly be because the schools involved in the study were both day and boarding schools

where children come from home in the morning and go back in the evening, while another proportion remains at school. The problems are more prevalent in day schools where students have room to interact with many people who can influence their behavior than it is for boarders. It was unfortunate to find that the Batwa children around Bwindi community were the unprivileged in the boarding sector among all the schools in the study area. These findings are in agreement with chronic absenteeism and bullying or cases of molesting new comers which were also reported by Head teachers and some pupils who reported more than one form of indiscipline that was common in their schools.

To them, early marriages, unwanted pregnancies, drug abuse and boy- girl relationship issues were common problems in their schools. The most prevalent cases according to the head teachers were boy- girl relationships early marriages and unwanted pregnancies and these were cited to have taken the lead. These findings also agree with the guidelines of the Presidential Initiative on AIDS Strategy for Communication to Youths (PIASCY), which highlighted that most vulnerable girls get problems of early pregnancy from their fellow teens. But all this was largely attributed to limited parental involvement in children issues with the community and the school.

On whether parents are usually involved in guidance and counseling sessions to resolve discipline problems of children at school, the teachers suggested on ways to involve the parents in resolving pupils' discipline problems. To them, it was a concern that parents should have regular meetings with pupils' class teachers to discuss their progress, involve pupils in setting school rules, involve parents as counselors to engage pupils in peer counseling. They also made a recommendation to parents to seek professional counseling for cases like drug and substance abuse and inviting professional counselors and motivational speakers to schools. The teachers' suggestions that pupils

be involved in making school rules could alleviate the problem of the methods used to discipline them. They also concur with what the Head teachers indicated that parents need to be involved in school programs if these programs are to reflect the value systems of their clients and intense interaction can only take place in meaningful parent-teacher groups.

These findings from parents' views in the area of study further showed that, guidance and counseling, although an alternative to corporal punishment, was not being widely used in schools. On the other hand, it concurs with the Ministry of Education and Sports guidelines of 2019 which emphasized that Guidance and Counseling should be established in all schools and be seen as an integral part of the educational programmes complimenting the instructional programmes.

From these findings it is clear that more needs to be done to make guidance and counseling an alternative to corporal punishment. From the findings it is also apparent that parents have not been adequately involved in resolving their children's discipline problems in school. One head teacher of one primary school while in an interview acknowledged that parents have neglected their roles in bringing up their children and left the whole responsibility to the teachers. He pointed out that parental involvement has been linked with improved students' performance and that when parents are involved, their children achieve more, have higher grades, better attendance and homework completion rates. These children exhibit more positive attitudes and decreased anti-social behavior.

The parents reported more cases of indiscipline presumably because they were all called in for different cases in which their children were involved. The most prevalent cases reported by parents were absenteeism, late coming to school, theft, drug and substance abuse, and teenage pregnancies coupled with stampede towards early marriages. Unfortunately, many children/pupils especially the ones interviewed at several primary schools reported they received their parents' attention only

when they misbehaved. According to these pupils, if they did not disturb their parents unduly, they were ignored and let free. These conditions encouraged unacceptable behavior and discouraged acceptable ones. Children from such homes especially among the Batwa homes discovered that their bad behavior was a sure way to get the attention they craved. To teachers, when children learnt these behavior patterns, they tended to repeat them in while in schools. If teachers of these children did not recognize these patterns early enough, they fell into the same trap of attending only to the children's misbehavior.

According to Head teachers in the area of study, love deprivation is similar to attention deprivation. To them, in fact such children usually considered attention to be an indication of how much they were loved by their parents. The children thus felt unloved when parents were too preoccupied to give them sufficient attention. Children often interpreted the lack of time spent as lack of caring and would cause discipline problems as they tried to satisfy this need. Poor parental guidance also had resulted in children indulging themselves in drug abuse. Drug indulgence created a false sense of greatness and extra ordinally power that could explain why rebellion of students occurred accompanied by want-on destruction of property in school and the surrounding communities. Teachers similarly observed that the challenges of those in charge now was to deal with children who were much younger but yet more exposed in the present world with all its sophistication and negative influences. The era when parents had authority over their children, they said, was no longer there and they had to refashion upbringing of the young boys and girls accordingly to cope with the changing circumstances of life. It was clearly stated among pupils of primary schools in the area of study that the upper class (p.6 and p.7) adolescents' view of authority was also changing. Also according to teachers, a child's early view of parental authority became the

cornerstone of his/her future outlook of schools and others with whom the individual child would eventually live.

Head teachers on the concern of behavioral problems noted that pupils who are victims of some indiscipline behaviors do so because of some personality deficiencies, which reflected ineffective socialization particularly at puberty stage. Violent attacks on others and challenge to authority was most likely a result of lack of inbuilt discipline traits in the learners because the parents did not instill a culture of discipline at the tender age when the children could be disciplined starting from the home. Delinquent children described their parents disciplinary techniques as erratic, overly strict and involving both physical punishment and a high degree of hostility. According to teachers in the area of study, the home atmosphere of delinquents was thus found to be characterized by a great degree of parental rejection and a lower degree of cohesiveness than that of non-delinquents. Consequently, parents of delinquents had minimal aspirations for their off springs. They also expressed little interest in their children's school performance and may have had a host of personality and adjustment problems of their own. According to parents although a few, it was stated that parental liaison with school administrators is the most effective way of providing support to schools in dealing with pupils who were becoming more difficult to handle at an earlier age, although it was unfortunate that most parents feared even visiting the schools and as a result the children looked at their own parents as inferior. In a close interview with two Batwa pupils attending upper classes in one of the primary schools in Bwindi community lamented that *"....gone are the good old days when parents would threaten to report to teachers whenever children were acting against the wishes of their parents"*. However among other factors like cultism, indecent dressing and curriculum content, parental training also contributed to indiscipline in one way or

the other. Several Head teachers had it in mind and revealed that ‘charity begins at home’ and that a parent who was not firm with his/her child and let him/her get away with indiscipline was not kind to him/her. Children bring to school many disciplinary problems from home because it is from the home that a child grows and emanates before he/she goes to school. For instance, some parents were reported by pupils to be always found quarrelling and fighting at home, which eventually resulted in many delinquent children. Fighting at home was also reported by teachers to often cause failure by the parents to establish proper growth codes for the children. At some time it also leads to inability of some parents to discharge their duties and nurturing roles, as well as improper tracking system for these delinquent children/pupils.

This resultantly made the children not to have affection and eventually developed negative attitudes to life. According to teachers, the affected children while in schools are always found aggressive and picking quarrels with their peers. These challenges also tend to cause rebellion among children, their parents and society as well which was manifest in the groups or gangs of the children formed to show solidarity in defying the school or societal expectations. The same kinds of children groups were formed in schools as teachers espoused, causing mayhem, and problems in the discipline system of the schools, as Head teachers had also acknowledged that the family background affected the child’s behavior at home and school so much. Parents had neglected their roles in bringing up their children and left the whole responsibility to the teachers. Teachers went on to suggest that parents should be involved in decision making in schools since they were the key financiers but efforts to achieve this was remaining futile, as one of the teachers also mentioned; “....it has remained ‘kicks of a dying horse’ to engage parents in the school systems”. However, selected teachers of the schools in the area of study advocated that parents should be more involved in the molding of pupils discipline by attending regular school meetings where

academic discipline and other school related issues can be discussed. They emphasized the need for parents to instill discipline in their children at the family level, as it is at the family that the child grows and gets the first discipline. They also observed that parents contributed to children's indiscipline in many ways such as by being bad role models and by avoiding their parental responsibilities such as teaching their children good behavior while the young children are still at home. When the Ugandan government banned corporal punishment in schools through the enactment of Legal Notices, it also carried out teacher training seminars on alternative forms of disciplining children in schools, where emphasis was centered on guidance and counseling being established in all schools as an integral part of the educational programmes complementing the instructional programmes.

Generally, a number of indiscipline cases among children can be attributed to absent parents who abdicated their parental responsibilities. Hence, children lack adequate parental guidance in their character formation. One school head teacher indicated; *“having insufficient bonding with parents, as well as parents who do not monitor, supervise, offer guidance or communicate with their children, or who are either authoritarian or too much permissive are strongly associated with indiscipline”*. Another teacher also argued that; *“.....by encouraging some behaviors and discouraging others, parents transmit the culture standard, and the way they provide for their children's psychological needs for attention and affection, which affects the child's behaviour, exerting a strong influence on the kind of person he/she will become”*. Most parents dispensed rewards and punishment, provided warmth and nurturance as well as encouraged their children's identity with them. Correct discipline was indicated to be in a way where influences in the development of good character should be taught early in life and continued throughout life as per the advocacy of most teachers and Head teachers. They said that, as a child grows, he/she will

acquire the behavioral principles in all areas of life which helps him/her face the responsibilities and crisis that life brings to him/her. Further, teachers gave the following variables as determining the current characteristics of the growing lack of discipline in several primary schools among Batwa communities in Kanungu; the social cultural context where society is moved by rapid change and social disorganization, violence and insecurity which affect young children, the family under which family problems were on the increase including separation, divorce, indifference, and lack of care for the education of the children.

Models where the bad examples given by adults, parents and friends, often lead to serious problems and anti-social behaviors of their own which disturb children. Also, methodology that entails methods used in disciplining children are often inadequate due to improvisation and lack of objectives and this in turn confuses children. Another variable is interpersonal communication or family communication which has deteriorated and therefore, causing a general lack of sincere dialogue, poor information and little desire to listen. The media cannot be understated also, such messages from advertising and other forms of mass communication that has promoted hedonism and materialism, consequently trapping many young people including primary school children. Factors leading to indiscipline such as excessive control, inadequate supervision and complete permissiveness, without correct norms or principles, tend to disorient children as earlier noted by teachers.

4.2 The benefits of parental roles in management of pupils discipline in Batwa community schools.

The first theme that came up in this study especially among head teachers was that parents are the primary educators of their own children and therefore have an obligation to their children's education. The theme was espoused mainly by Head teachers and supported by the teachers who further said that every child's learning in school has its root source in the everyday life of a child at home. This implies that when children perform exceedingly well in their academics, both teachers, head teachers and parents are applauded but when a child is not disciplined, an accusing finger is pointed to the parents as well as the teachers and the school heads at large. In the modern education setting, parents have a legitimate role to play in spheres of their children's health, education and morality. The school comprises of the Head teachers, teachers, the parents and the pupils, each with a specific role to play. However teachers argued that the home is the first socializing school for children where the parents' role of instilling values amidst shaping their children into successful individuals overrides that of the teacher since the school only supports parents in the training. To them, when a child is properly nurtured in the home, then the work of the teachers becomes absolutely easy.

As noted by the teachers, it is apparent that in day schools, the child commutes from home to school every day. The parent-pupil bonding thus is a milestone for the pupils to get the required morals necessary in schools to ease teaching and learning processes. This means that families need to work together with schools to support learning for the child to succeed not just in school but throughout life. As explained by Head teachers, there should be mutual reinforcement of values between the school and the home at all times because family practices in the home that stimulate

and support learning more significantly impact so much on a child's academic achievement. This is also in conformity with what one teacher also stated that; “....*our parents must work hand in hand with teachers to ensure discipline*”. Teachers further expounded that if the school is attempting to cure a boy/girl from a bad habit or as a remedy to a weak area in the school, the parents must be informed so that they apply necessary continuity of supervision during the vacation. In agreement with this, Head teachers indicated that parents are therefore expected to furnish the teachers with relevant information on an area that is found wanting.

According to most parents, the role of parents in the upbringing of their children cannot be underrated. This is because the way parents handle their children in the formative years impacts so much on the discipline of children in the later years. The personality of every child reflects the upbringing by the parent as children mimic parent's attitude and behavior despite whatever they learn in schools and the teachers therefore complement parents in helping the adolescent pupils discover their potential through successful discipline. Parents therefore play a significant role in ensuring their children maintain discipline in schools. They should not relegate this responsibility wholly to teachers, neither should school administrators underrate parents role while enhancing discipline. The role of Parent's Teachers Association is important in improving moral standards of the children.

Apart from mobilizing funds, it was noted by teachers that PTAs are of great value to schools, as their other functions include ensuring discipline in schools by providing guidance and counseling services and motivation of pupils and teachers. These roles have also been echoed in the MOE Master Plan of 2008. The rise of discipline problems among primary school children in Uganda has been a controversial issue. In public primary schools children's discipline has become a

challenge and has usually translated into poor academic performance. This is a clear indication that for the day public primary schools to improve in academic performance, high discipline must be maintained both at home and in schools. In this study, Head teachers of schools further advanced that since the imposition of a ban on corporal punishment by Ministry of Education and Sports in 2001, a number of strategies which require collaboration efforts of teachers and parents have been suggested. Some of them being: clearly stated rules, guidance and counseling and, parent and community involvement. All these measures recognize the indispensable role of parents in enhancing student discipline which is vital in nurturing the child too.

Parents in the area of study also had many suggestions on ways they could be involved in resolving the discipline problems of their children in primary schools. They suggested the issues like checking their children's homework, monitoring school attendance, replacing items stolen by their children, reporting cases of indiscipline to school authorities and government authorities, having dialogue with their children, encouraging their children to go to church, keeping the children busy while they are not in school, controlling the material the children read and programs watched on television, limiting access to mobile phones, ensuring their children reach home on time, being in communication with the teacher regarding the child's behavior, and punishing children for disobedience outside school. To many Head teachers, these strategies by parents can help them easily manage the discipline of the children at school that can create a room for academic improvement as one of the school Head teachers stated *"we are sure when the parents put in more efforts in monitoring the conduct of their children as well as continuous assessment of their discipline standards at the home level, our grades at P.7 will be the best ever..."*

Head teachers also had idea that parental liaison is the most effective way of providing support to schools as they supported the suggestions by the parents. The Head teachers tended to agree on the need to involve parents in resolving discipline problems in schools although earlier indications in the research indicated they have not been either involved or parents themselves never involved themselves in school matters. This finding agrees with those of teachers who emphasized the need for parents to instill discipline in their children at the family level. Some parents agreed and observed that they are the ones who contribute to children's indiscipline in many ways by being bad role models and by avoiding parental responsibilities such as teaching their children good behavior. Other teachers put it that many parents "abdicate their authority". When this happens, young ones grow up with few, if any rules or guidelines to regulate behavior. But parental liaison was indicated by heads of schools as critical in school support systems.

4.3 Challenges faced by parents in pupils discipline management and how they can overcome them in Kanungu district.

As asserted by teachers, behavior management often becomes an issue in school settings especially in the classroom. At home, many parents reported however that they find difficulties in dealing with children's behavior acquired when they go to schools especially in the classroom. The school is another far reaching socializing agent where the child learns new things in a new environment. Notable among Head teachers was that the school environment has a great influence on the physical and mental development of the child. They disclosed that as the child goes to school, they meet children from different family backgrounds and who were brought up differently. Thus coping up to have the same characters may not be easy an easy work.

Similarly, parents in the area indicated that when these young boys and girls come back home, they present with changed minds of a modern world because what is taught at home is not what they meet in class. It thus becomes hard for the parents to develop the best parenting models for these children. Teachers in several schools maintained that there are a range of theories that deal with classroom management such as psychology and epistemology that has a great influence on education of a child, but they cited that despite their training competences in handling children, special education children often display disturbing and challenging behavior which the parents in the absence of training may not be able to identify. Thus, such behaviors become a key challenge to parents in handling children's issues. Although this behavior can be reduced, problematic behavior is unable to be remedied fully.

In a similar setting, a Head teacher from a primary school pointed out that involvement of school and teachers, along with parents and the community clearly has a marked effect towards positive behavior and achievement of children. This demonstrates that the misbehavior of these problematic children is not capable of being managed solely by parents and school administrators, as parents can also play a key role in assisting school authorities handling this problem among special education children, although also social workers may intervene.

According to teachers who were interviewed in the area of study, indicated that the role and involvement of parents in helping resolve disciplinary problems of special education children, such as disruptive behavior and challenging behavior, still have not received much attention in the area. The importance of parental involvement in children's education has frequently been debated. Providing information regarding unusual behavior of children by parents would facilitate school

administrators to take the necessary actions in a collaborative manner with the parents. If the problem of misconduct among children is not handled immediately, it would disrupt the teaching and learning process in the classroom. However, in efforts to bring about cooperation between school and parents, there are numerous barriers when it comes to the involvement of parents in school. Among these problems include the perception among some parents that the responsibility of educating students lies squarely on the shoulders of school authorities. Besides that, certain parents also exhibit negative perceptions towards teachers and school. There are also cases where parents are just not interested to be involved in helping resolve disciplinary problems of their children at school.

Some teachers interviewed at several schools provided enough information that points out that the majority of parents are not aware of their rights to be involved in school activities and have low parenting skills which poses serious challenges. These factors regarding parents prove to be obstacles as they have low self-confidence and feel that they are not important as far as helping school manage their children's discipline problems is concerned. Other than the attitude of parents, Head teachers put it up clearly that the attitude of school teachers also presents hindrances to parents involving themselves in school activities. According to teachers, administrators often feel that parental involvement does not bring any benefit or effect to the school. This is because parents are quite busy with other affairs and are quite restricted in terms of allocating time for involving themselves in schools. Never the less, parents said they find it difficult to get leave, have work schedules that are constantly changing, and they also have to attend to the task of managing household chores.

Head teachers indicated that most parents do not have the time to come to school and discuss arising problems and to update themselves regarding the problems faced by their children. Due to this, school administrators feel that they can manage matters related to children better on their own without the help of parents. One other obstacle in the involvement of parents is that schools seldom invite parents to participate in activities carried out in schools, an attitude which denies the role and involvement of parents in helping handle the problem of child indiscipline. The lack of clear communication between teachers and parents also widens the gap in the involvement of parents in child discipline management in schools.

Further, it was maintained among school Head teachers that the continuity of learning in school and at home, not only helps in academic attainment but also helps remedy problematic behavior among students. But research findings also illustrate that time constraint is the main obstacle faced by parents in involving themselves in discipline management of their special children. The issue of time constraint stems from a variety of reasons such as managing family chores, work demands, difficulty in getting leave, constantly changing work schedules, and there are also parents who hold more than one job. Those who never had formal jobs like the Batwa were also reported to be found busy working in fields for food and school fees. These constraints cause them not to be able to have time to be involved in school activities and programs organized by school. The problems encountered by parents make it challenging for them to focus on their special children or getting involved in the various activities arranged by the school.

The other most significant obstacle in this research was the attitude of school administrations, with regards to parental involvement. According to teachers, parents feel school administrations do not try to attract their participation in Parent's Teacher Association (PTA) meetings as they feel

that parents' services are not needed in schools. Cooperation between parents and school can be initiated through PTA meetings by having exchange of ideas, sharing of problems and seeking viable solutions to manage of children's indiscipline cases. Several parents in the area had it mind that school administrations need to be more open and make efforts to attract parents' participation so that both parties can together take part in handling the discipline problems of special needs children.

Teachers at several schools in the area further indicated that communication between parents and schools needs to be enhanced. This is because communication is an important medium to ensure positive discussion and close cooperation between parents and school. According to several Head teachers, the source for the weakness in communication was attributed to the ignorance of parents on the best ways to communicate with school administrations. This failure to communicate leads to parents not having information from schools about their children. Multiple approaches can be taken by school to overcome this obstacle such as by sharing information with parents via telephone, Whatsapp, e-mail, Face book, daily notes and note books. Teachers also must be more open to receiving ideas and viewpoints from parents. Parents advocated that the school heads should welcome the presence of parents in schools so that they feel that their presence is valued, thus encouraging them to participate more actively in school activities through PTA meetings and Individual Education Programs (IEP). To them, two-way direct communication can help eliminate misperception and suspicion between these two parties. To encourage involvement and participation of parents, obstacles that exist between parents and teachers need to be resolved by both parties. By means of the ensuing cooperation and understanding, the disciplinary problems of children can thus be handled together. This integration and continuity between school and home

would greatly increase the likelihood of overcoming problems faced by children and consequently lead to enhanced academic achievements

Parent respondents in Buhoma community too pointed out that unemployment affected their fellows in playing their roles and ended up having children who were not disciplined. During the interviews with Head teachers of schools in the area on the effect of parental employment on student discipline, one head teacher said that some employed parents were very keen on their children's discipline. Though they may not always be at home when children are leaving for school or coming back but they freely discussed with their children discipline issues as well as academic issues. One head teacher further observed that some, despite their busy schedules at their workplaces ensured that they attended meetings and even communicated occasionally to be informed about their children's progress. On a further interview with the teachers, quite a number said that they also had students whose parents are employed who have discipline problems. One participant stated "*...some employed parents do not come for meetings and at times they give very many excuses ...in the long run they lose touch with the teacher who may also give up on a particular child's discipline ...all their effort is put in paying school fees and buying school uniform.*" According to the study, these finding implied that employment affects some parents who end up having children with discipline problems in school. Besides as expressed by some teacher respondents, unemployed parents who do not spend ample time with their children and lack constant communication with the teachers and school administrators do not help to enhance discipline among their children. A small number of parents in the area were of the view that self-employment did not so much affect parents in playing their roles to enhance student discipline. A

good number of teacher respondents however said that this status affected parents so that quite a number of their children would also have discipline problems in school.

One teacher pointed out that this would depend so much on the type of business a parent was doing. This was because according to the teacher respondents some businesses required a lot of attention and time which denied the parents an opportunity to attend to their children. One head teacher at a primary school on the same explained that most of the small businesses the parents did were in the small towns and market centers around the area of study. Some children would thus be spotted assisting their parents when they even ought to be in school. He further said, “...*One time, a child who had been absent for some time was seen with a bicycle supplying and selling milk ...and he was later spotted helping the mother to sell cabbages at the shop.*” This kind of situation most likely led to discipline problems like late coming, failure to do homework, theft and drug abuse and even school drop outs. Through such findings, the study established that some business parents did fail to motivate their children to take their studies seriously. This was especially so when another teacher said that quite a number of their pupils end up doing small business after p.7 and some are even touts! This factor had contributed to very few children qualifying for secondary education. This was mostly because their parents did not spend enough time discussing discipline issues with their children which also affected them academically.

There was also an opinion among most teachers that the parents' social economic status affected them in performing their roles as they tried to enhance student discipline. Concerning the parents' economic status the study found that the economic status was entirely low and this was why they could not afford the school requirements like buying enough books, pens, pencils, mathematical sets for children and even attending meetings. This was also taken to be the reason why they were

not rewarding the well behaved children. This had prompted the teachers and other stakeholders to work on their own in enhancing child discipline. Half of the pupil respondents said that their parents' low level of education affected them in the process of playing their roles. This factor has denied them an opportunity to actively participate in decision making as they were considered illiterate or semi-illiterate. There was therefore bound to be a communication breakdown between these parents and the teachers and even with their children. Following closely was ignorance of the parents especially the Batwa which was cited as a factor affecting parents in their attempt to enhance student discipline by some of the pupil respondents. According to the head teachers the parents were ignorant of any educational activities and more so their roles on enhancing child discipline. The findings on a question on whether the parents were aware of their roles in enhancing child discipline revealed that majority of the parents were not aware of their roles. An interrogation of one of them brought forth the finding that according to the parents their major role was feeding and paying school fees for their children. Unavailable parents registered a negligible response and it was established through an interview with the teachers that most of the children never had parents or even some were found absent in the homes. However, some parents due to being unemployed as already established, left home early and came back late home in their efforts to make ends meet. They also had no time to attend school meetings and supervise remedial work. This scenario left the children to take care of themselves and at times they even forego school to assist the other siblings in the absence of the parents.

Also in other cases, a small number of pupil respondents at primary schools in the area said that the parents' marital status affected the parents as they tried to play their roles. Some of the pupils pointed out cases of death, divorce and separation which affected their parents who could not play their roles. An equally small number of pupils indicated that parenting styles was a factor affecting

parents as they tried to enhance children discipline. Children whose parents did not monitor them were reported to be in disciplined. Similarly, those whose parents were restrictive were also reported by the teachers to be in disciplined. The children, whose parents were warm and tolerant, brought up disciplined children. The study discovered that the parenting styles used by parents were very crucial in enhancing student discipline.

With regard to unemployment status, majority of parent respondents pointed out that this affected parents in playing their roles to enhance child discipline. Minority of the parents felt it did not affect some parents in playing their roles. During the interviews, in support of the majority parent respondents, one teacher at one of the primary schools said, “... *most of our parents are unemployed and as a result they do not provide for their children ...this has encouraged a lot of theft in our school ...not to mention indecent dressing.*” One of the head teachers concurred with the teacher on the issue of unemployed parents when he cited that in general, school administration and the academic performance had been greatly affected by the fact that most of the parents were unemployed. Mentioning just but a few was the fact that these parents could not pay fees and buy the required scholastic materials. This made them unwilling to attend meetings and even be in touch with the teachers. As already mentioned, the implementation of certain methods of enhancing discipline like paying of fines for damages, had been disabled by this factor. He was also quoted saying; “...*when you send a child home to replace a damaged book or to buy a barbed wire because of passing through the fence, be sure that you have expelled the child/pupil from school...*”

With regard to marital status, majority of parent respondents were of the view that two parent families brought up children who were mostly disciplined. One of the teachers supported this view

by saying that when addressing student discipline problems in case one parent become unreliable they would opt for the other parent. A small number of parents said some children from these families were not disciplined. On one parent families the findings indicate that a sizeable number of parent respondents indicated that such families had both disciplined and children with discipline problems respectively. The findings seem to concur with the District task force on school discipline done in 2008 which found that some of the primary school children who actively participated in unrest with the teachers were from single parent families while some were orphans. However in an interview with one of the class teachers, he revealed that some of the single parents brought up much disciplined children. He cited the example of the top most performing children in Bwindi who were both from single parent families. He further remarked that it was their good discipline that allowed such results. Majority of parent respondents said children from widowed families had many discipline problems as opposed to those of the parent respondents who said that children from such families were disciplined. This was probably because of the many problems the families encountered after losing a spouse and a parent. Concerning parenting styles used by different parents the study found that majority of the parent respondents said that parents who were mainly authoritarian and very strict brought up children with discipline problems.

Only a minority said parents brought up disciplined children. During the interviews, one of the class teachers said that from her experience, children whose parents were very strict and were dictators ended up having children who were rebellious. In fact according to this teacher such children become rude and secretly take drugs and alcohol. The same teacher gave an example of a very strict parent who in fact made the boy to drop out of school while in primary six at the beginning of the year. Majority of parent respondents indicated that parents who were authoritative and warm brought up disciplined children with very few parents pointing out that some children

from these families also had discipline problems. A head teacher from a primary school in support of this view remarked that such parents were easy to deal with especially when it came to the discipline of the children. According to this head teacher, such parents provide an environment full of understanding and tolerance to the children. He explained that, “...*a child/pupil who had involved herself with bad peers was talked to by the parent in my office and by the next day the child had written a letter to the school authority that she would change and become serious with her studies...*”

As regards to permissive parenting style, the findings were that the majority of the parents said that children from these families had discipline problems which reflected serious challenges in the parenting system. Although few parent respondents said that children from these families were disciplined, it was put up clearly in an interview with one of the class teachers that, it was established that the reason why most children had discipline problems was because some of their parents were permissive in their parenting styles and did not monitor their children’s movements and neither did they want to disappoint their children. She explained further that this was a big problem among single parents whom she said at times gave in so much to their children’s wishes and in fact when invited during children discipline problems one would get embarrassed at the way they would just listen and not want to be offensive to their children. According to the study the permissive parents seem to compensate their absence and irresponsibility by giving in to their children’s wishes in order to please them.

On neglectful parents the study found that majority parent respondents said children from families with this parenting style were not disciplined. Only minimum number of parents said some children from such families would be disciplined. An interview with one head teacher established

that children from neglected parents had no control over their behaviors because their parents never controlled them. According to this head teacher, these were the most problematic children who were negative about any discipline measures taken against them. The head teacher explained this was one of the reasons why most school administrators did not involve parents in enhancing discipline in schools. In conclusion the findings in this research item seems to indicate that there are many parental factors that affect parents as they play their role of enhancing child discipline. These factors range from marital status, employment status and parenting styles.

On marital status, the study found that those children from two parent families were more disciplined than those from widowed and one parent families. Although the study established that most children whose parents were employed were more disciplined in this area of study, as already established most children came from families with unemployed parents and this was taken to explain the various child discipline problems in the schools sampled for the study. children from families that used authoritative parenting styles were mostly disciplined as compared to those where other parenting styles namely; authoritarian, permissive and liberal were used. The latter mostly have children with discipline problems. Finally the study findings seem to imply that most parents in the schools in the area of study were not involved in enhancing child discipline since they were unemployed and were likely applying the three parenting styles namely; permissive, authoritarian and uninvolved as reported by the head teachers. The different marital status of the parents also seemed to affect them when playing their roles.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the detailed discussion of findings in relation to theory and literature review. According to Bryman, (2014), theory enables how social phenomena can be understood and the research findings can be interpreted. The discussions also include the latent content, some parts of the findings as it was earlier mentioned that the content analysis focused on both the manifest, which was presented in the findings and the latent which will look at hidden meanings of the respondents and participants and draws some conclusions from what is behind their responses. The discussions in this section are presented in the order of the research questions and objectives, just as the way in which the findings were presented. The discussions only highlight interesting parts of the findings that include unexpected responses as well as unusual aspects of the responses that need to be discussed.

The chapter also spells out the recommendations drawn from the findings and cites the gap needed to be filled by further studies.

5.1 Discussion.

5.1.1 The role of parents in management of their children's discipline.

One of the themes that were derived in the findings was that majority of the respondents were in agreement that parents help urge children to comply to school rules although there were a few disagreed with this view. Asked how this was done, one of the respondents who is a Head teacher in one primary school said; *"...when our students report in p.1, the parents are invited and we discuss with them our school rules so that those who are comfortable with them bring their children. They then sign on the student admission form too. Their compliance is seen when they buy the right uniformsand in fact p.1s start off very well. However, when these children enter p.6 and p.7, that is when they start breaking some school rules and this could likely be because of other factors like peer influence which affect them strongly as most of them reach these classes at the stage of adolescence, but I tend to support my parents here ,they try their best.. "*. This is in conformity with the research findings under the study conducted by Kadama (2016) on role of teachers and parents in promoting students' discipline in community secondary schools which highlighted that there was a weak collaboration between teachers and parents, although he finally indicated that for both teachers and parents, the duty of dealing with students' discipline remains an intriguing issue. In support of this, Wanja (2014) also had emphasized that the involvement of parents was not perfect, confirming that parents should be more engaged in students' discipline issues, including arguing them to be disciplined while at schools. Similarly, Alidzulwi (2000) pointed out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Notable is that parents in the Batwa community primary schools in the area of study are encouraged to be active in education of their children by playing such roles such as social roles, financial roles as well as cognitive roles which encourage good discipline among children.

In relation to guidance and counseling of children both in homes and at school, it was found out that the role was not played by majority respondents although most of the parent respondents were of the opinion that they played the role. According to the study, it was clearly indicated by majority respondents (more than half) both teachers, head teachers and pupils that indeed the role was not played and therefore parents were seen as if they were shielding themselves from the shame of failure to fulfill their key obligations. To ascertain if this role was being played, one child who was interviewed at a primary school was quoted saying; *"...my parent has never guided me on anything related to school life, what he knows is to give me food, books and pens"*. In another interview

with a teacher at one of the primary schools in the area of study, he said; *“most of our parents do not take the required time to guide and counsel their young daughters and sons on their career paths, we thus tend to have self-guided pupils and this affects them in the pursuit of their studies”*. More so, one head teacher maintained that there were a few parents who played the role of guidance and counseling to their children. The cause of this was attributed to parents who were having busy employment schedules or some of the Batwa parents who spent most of their time in bars and were thus left with little or no time to attend to their children. Inadequacy of guidance was reported to have had a toll on the character and eventual future of the affected children, often causing children to resort to other concoctions like drug and substance abuse, stampede towards early marriages, abortion, coupled with school dropout. Similar developments were highlighted on in the Fuji Education Commission Report (2010), which stated that parents’ psycho social support is inadequate in most school settings, although it is important in ways others than financial. The report indicated that Parents need to provide encouragement through proper guidance and counseling as well as providing their children with an enabling environment to enable them to study and do homework. In another comparison, Eweniyi (2012) disclosed that schools may need to go to parents to raise awareness of how they can be the best in assisting their children. The report further stated that the abuse of alcohol, tobacco and marijuana is increasing amongst secondary students and upper primary class learners. Truancy and bullying were also reported prevalent and that while the family lays the psychosocial, moral and spiritual foundations in the overall development of child, parenthood is responsibility requiring the full cooperation of both where parents must ensure the total development of their offspring(s).

In terms of parents reporting children’s discipline issues to schools, it was found out that most parents do not mind about reporting the conduct of their children to heads of schools and teachers. This implies that there is a poor working relationship between school administrators and parents and this affects children so much. Although majority of the parent respondents revealed that most of their fellow parents reported children’s misconduct to the school administrators when the children were out of school, what is clear is that the study established through these responses that some portion of the parents acted as close watch dogs to their children. For example, one head teacher on the same said; *“the parents are very active and they constantly communicate any vice to schools though when it comes to individual parents and their children at home, then some do*

not play this role". However, when Batwa children were asked if their parents reported them to schools or whether they knew some school rules, it was unfortunate to find that majority emphasized that their parents never knew anything pertaining school rules, neither did they report any case of indiscipline taken to school heads and therefore this shows parents never bothered to report their children's misconduct to teachers. In a close interview with one teacher of a primary school, he said; *"...I believe most parents are ignorant about our rules and regulations, although we try as much as possible to tell parents about these rules, putting them in practice has remained a night mare. Unfortunately still, the same parents do not report discipline cases of children to us for follow up"*. Lekli and Kaloti (2015) supported this idea by insisting that students' discipline, motivation, engagement and ultimate academic performance are increased by focused intervention of both teacher and parents' communication. Furthermore, it has been provided by many studies that communication between children's families and teachers on the phone leads to positive academic performance and it is found that parent-initiated contact with teachers and improved child performance is attributed to their inter communication through frequent phone calls.

Equally important, is the idea of Comer (1991) who suggested the advantage of parent-school partnership such as improving experiences in discipline management and other outcomes for the pupils, like academic outcomes. To him, when discipline of children is reported to teachers, it enables them easily adopt ways on how to change for the better. Therefore parents in the Batwa community primary schools are supposed to keep on making follow ups on their children's discipline through proper communication with teachers and possibly making school visitations while reporting or inquiring on their children's behaviors. The research finding under the study conducted by Kadama (2016) on role of teachers and parents in promoting learners' discipline in community secondary and primary schools highlighted that there is a weak collaboration between teachers and parents, and finally indicated that for both teachers and parents, the duty of dealing with learners' discipline remains an intriguing issue. In support of this, Wanja (2014) had emphasized that the involvement of parents in school issues was not perfect due to lack of parental reporting and the study confirmed that parents should be more engaged in students' discipline issues, including arguing them to be disciplined while at schools, and if necessary report cases of any indiscipline arising from the home if they are to realize the best grades for these children.

Alidzulwi (2000) pointed out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools.

Another finding was that parents certainly play some role of reprimanding the children over discipline matters. On reprimanding pupils on discipline problems, it was unfortunate to note that the majority of parents did not do it while only a small number of parents said they did it. A head teacher at a primary school when interviewed on the same explained that if parents would be reprimanding pupils over discipline cases often, then cases of lateness, indecent dressing especially in upper classes, failure to do homework amongst others would reduce. Unfortunately to teachers, it looked like most of the parents had left this work to the teachers who could in turn not manage without cooperation from the parents. When a teacher was asked about this issue, he had this to say, “...we cannot rely on the heavily embedded discipline challenges of the children, overall, their parents do not care. It’s a double edged sword to change the morals of a child from a family where the parents are not supportive”. To pupils, most of them indicated that being reprimanded was a mere dream among their parents. This can be compared with what Canter (2010) believed in that teachers have the rights of teaching in a conducive environment and enjoy support of both parents and learners, in return pupils have rights to a teacher or parent educator who will be firm, consistency, provide good encouragement and motivate desire by communicating to pupils what is wrong and become a role model for pleasant behaviors. The theory of Canter was also supported by Rachlin (2016) who noted that assertive discipline is unique in providing a strategy of handling behavior exactly after its occurrence by ways of a plan that makes pupils responsible for their behavior and consequences.

In another relation to this study, Murphy (2022) called up on parents and teachers to keep on being proactive and decisive in pupils discipline issues in the absence of physical punishment, including reprimanding of the culprits. His theory helped to assess if parents are working with teachers in establishing clear rules which pupils tend to follow while at schools. It also helped in identifying whether parents were communicating with schools especially teachers, participating in school General Meetings and planning, supporting pupils with scholastic materials, monitoring pupils at home among others. Hence it is clear that Canter aroused parents and teachers that indiscipline cases should be dealt with confidentially and quickly as possible after occurring especially for the

parents when invited or uninvited to address indiscipline cases of their children at school. The educator in this scenario may be a parent and a teacher and so have to master mind the child's attitude and behaviors during infant stages so that indiscipline is eliminated.

On the theme concerning monitoring of pupils while out of school, the study found out that only a minimum number of parents played this role while majority of the parents did not. This was taken to be caused by the fact that most of the parents were unemployed and could therefore be spending most of the time struggling to make ends meet. More over as it had been indicated by the study already that some of the parents were employed and probably spent much of their time at the work place. To explain the point further, one of the parent respondents in the study area indicated that most parents were never at home when the pupils reported back from school. This was most common among the employed and self-employed parents, although there were also some Batwa parents who were reported by the teachers to be drunkards, and therefore spent too much time in bars, came home late rather than attending to their children. It was quite sad to find out that only one in ten parents ensured regular attendance of pupils to schools. Majority of Batwa parent respondents indicated that they did not play this role. The study indicated that most of the Batwa parents in the schools in the area of study did not play their roles of enhancing pupil discipline. This was supported by an interview with one of the teachers at a primary school, who said, "*... the biggest problem we have had for a long time is to have parents who actively play their roles in enhancing student discipline. Some seem not to care or even make follow ups to their pupils' conduct and even performance. Truly the teachers try to play their roles but this alone is not enough considering that most of the methods used to enhance discipline seem ineffective and others require a lot of patience for instance, guidance and counseling*". The finding on this theme appears to indicate that parents in the schools within the area of study, urge pupils to comply to school rules, report cases of misconduct to the school administration, guide and counsel pupils and to a small extent reward those who behave well.

However the Head teachers noted that the parents did not play the most crucial roles of enhancing student discipline like, supervising remedial work, reprimanding pupils on discipline cases, monitoring their movement while out of school and ensuring the pupils' regular attendance to school. Lack of proper monitoring of pupils while they are at home was also seen by the study to

be as a result of busy parents. In light of the above, Joseph (2013) had revealed that parents play the primary role by assuming their responsibility towards their children at home to maintain their discipline. In this view, the involvement of parents in establishing home conditions supports that learning needs to be helped by the schools. This is because nowadays parents are always busy day and night struggling for survival, leading to parents' inability to play effective role in improving discipline of their children. Kiggundu, (2009) and Korkmazz (2007) also advised that the parents should love, respect and care and also give support towards their children's education, basic and school needs, while also ensuring these children are very well monitored when at home. Warrilow, (2008) also indicated that parents who did not get a chance of studying among the Batwa were more interested in empowering their children so that they attain what they did not achieve hence focused on monitoring them to behave well by being more disciplined when they reach at school.

As revealed by the study, it was unfortunate that pupils revealed most of their parents rarely looked into their work books when they reached home. According to the study, there is an urgent need to guide parents on how to play most of the roles that enhance child discipline. This is in an attempt to approve the assertion of most of the Head teachers which encouraged parental involvement in school administration and for the sake of this study, children's discipline. This according to them should be done in a way that is not viewed as interference. According to the Batwa pupils that were interviewed, it was also clearly indicated by a few that some of their parents ensured their regular attendance and punctuality in school. Interviews with several teachers revealed that the teachers were in agreement with minority of the pupil respondents on the fact that parents did not ensure their regular attendance and punctuality in school. To explain this further, one teacher said, *"...we normally have quite a number of pupils to punish every week because of late coming and at times we use other pupils to find why another has been absent from school for a long time... meaning that that these parents are not keen about the regular attendance of some of their pupils..."*.

This remark made the study to establish that the parents in the area of study had not yet fully complied to the Ministry of Education and Sports (2009) requirement that parents ought to ensure that lessons begin promptly and on time and that their children attend school regularly, ensure punctuality and even provide reasons for any absence. Concerning monitoring of children while

out of school, a negligible proportion of the Batwa pupil respondents said their parents played this role although there was some who never agreed on the same. These contradicting responses were taken to indicate that the role wasn't adequately played by the parents.

But to have this role played, several studies have shown that parents have to exert strenuous efforts. A survey by LeFevre and Shaw (2012) documented those parents also have the role to prepare conducive environment at home for their children to study so that they can manage to monitor them complete their homework. To them, comfortable environment and study spaces would motivate pupils to revise their lessons. Parents involved in assisting their children to complete their homework can upgrade pupils' achievement levels as also indicated by Aida & Zolkepli (2014), Manisah, Azleen, Norshidah and Majid (2017). The continuity of learning in school and at home, not only helps in academic attainment but also helps remedy problematic behavior among children (Norshidah and Khalim, 2018). The existing literature also illustrated that time constraint is the main obstacle faced by parents in involving themselves in discipline management of their children (Khalim, 2020). Similarly, the issue of time constraint among Batwa communities stems from a variety of reasons such as managing family chores, work demands, difficulty in getting jobs, leave, constantly changing work schedules and work places, and there are also some parents who hold more than one job.

Velsor and Orozco (2007) noted similar problems, highlighting that these constraints cause parents not to be able to have time to be involved in activities and programs organized by school, as well as getting time to monitor what pupils do while they are at home. It is apparent therefore that a number of indiscipline cases among children in the Batwa community schools in Kanungu District can be attributed to absent parents who abdicated most of their parental responsibilities. Hence, children lack adequate parental guidance in their character formation and their growth trends are not properly monitored. The same notion can be traced in what one school head teacher at a primary school indicated; *"having insufficient bonding with parents, as well as parents who do not monitor, supervise, offer guidance or communicate with their children while still at home, or who are either authoritarian or too much permissive are strongly associated with indiscipline"*. Another teacher also argued that; *".....by encouraging some behaviors and discouraging others, parents transmit the culture standard, and the way they provide for their children's psychological*

needs for attention and affection, which affects the child's behaviour, exerting a strong influence on the kind of person he/she will become". This also shows that correct discipline was indicated to be in a way where influences in the development of good character should be taught early in life especially when the child is still at home.

As already indicated in the findings that lack of guidance and counseling has a direct bearing on the character and future of the Batwa children, the parenting style adopted by their parents also cannot be understated as it plays an important part in how the child adapt to the school environment. In the area of study, it was found out that the parents of Batwa children are found to have low levels of awareness of preventive measures used within schools to tackle incidents of indiscipline. The study further discovered that parents only seemed to have an awareness of reactive measures such as exclusion to address indiscipline. Communication between parents, schools, teachers and pupils was found to be inconsistent, as most Batwa parents even never had the capacity to own a phone.

Teachers perceived the role of parents as being "external" to the school environment with respect to addressing issues of indiscipline. It was observed that a gap existed between internal roles and influences (teaching staff) and external roles and influence (parents) and the strategic links that could be made to provide an approach to addressing pupil behavior from both parties. This clearly imply that the home environment have a great impact on the discipline of the child as one teacher asserted while in an interview that; *"charity begins at home"*. Children, who were victims of some indiscipline/ bad behavior, were found to be doing so because of some personality differences which were a reflection of ineffective socialization, particularly at puberty stage which is usually experienced by some upper class pupils. Violent attacks on others and challenge to authority was most likely a result of lack of inbuilt discipline traits in the learners/pupils because the parents did not instill a culture of discipline at the tender age of childhood.

This notion was reflected on what one head teacher at one of the primary schools said while in an interview that; *"the parent mediates security, health, justice, order, knowledge, affection and peace"*. To some teachers, it had been observed and was reported through interviews that the parenting trends that had evolved over the last 20 years promoted the development of unattached,

uncommunicative, learning-impaired and uncontrollable children. Although economically, there continued to grow a need for more income to bring up a family, the idea of two working parents had a downside to it. Very many children returned from school to an empty house and at times with an empty stomach. When parents arrived, they were often tired and pre-occupied with problems at work as most of their parents are uneducated and are therefore largely involved in casual work. This clearly means that teenagers in the area of study are getting less parenting. It was also noted to imply that most parents found themselves enslaved by a materialistic, over-achieving society that led them to spend so many hours at work and so much money that they could not make and above all, time to do the things necessary to bond them with their children. This also left teenagers with large amounts of unsupervised time as was also stated by teachers that in homes where there was a lot of violence between spouses or where the parents corrected their children through harsh punishment like beating especially families of the drunkards where parents were constantly absent from home, a sense of insecurity and lack of self-esteem developed in the children. It also means that self-esteem can also be destroyed during puberty if young children are not fully explained to the physical and psychological changes taking place in their bodies, a role that falls squarely on parents. Of related concern, the survey of Chan et al., (2013) found out consequences that result from the lack of parental support like assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug and substance abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, early pregnancy, class repetition and relationship problem. Also, Steven (2002) alluded that the more family and community involvement activities implemented, the fewer learners disciplined by being sent to the school head teacher's office for disciplinary hearing or given detention or in-school suspension. Activities for two types of involvement, parenting and volunteering were most predictive of reducing percentage of children/pupils who were subject to discipline issues.

5.1.2 The benefits of parental roles in management of pupils discipline.

One of the themes that came up from this study especially among head teachers was that parents are the primary educators of their own children and therefore have an obligation to their children's education and general discipline. The theme was espoused mainly by Head teachers and supported by the teachers who further said that every child's learning in school has its root source in the everyday life of a child at home. This implies that when children perform exceedingly well in their

academics, both teachers, head teachers and parents are applauded but when a child is not disciplined, an accusing finger is pointed to the parents as well as the teachers and the school heads at large. In the modern education setting, parents have a legitimate role to play in spheres of their children's health, education and morality. The school comprises of the Head teachers, teachers, the parents and the pupils, each with a specific role to play. However teachers argued that the home is the first socializing school for children where the parents' role of instilling values amidst shaping their children into successful individuals overrides that of the teacher since the school only supports parents in the training of their little ones. To them, when a child is properly nurtured in the home, then the work of the teachers becomes absolutely easy. In comparison to a study done by Nene (2013), he viewed school discipline as an important characteristic of an effective school and a vital aspect of school and classroom management. According to him, discipline helps in maintaining harmony in a school and for securing a climate in which learners can learn freely without disruption and chaos. However to Mbaki (2018), effective discipline creates a climate conducive to elicit high academic and non-academic achievements, although Nene (2013) dug deeper and emphasized that provision of quality education requires effective management of students' discipline. He maintained that effective discipline management requires involvement of all the key school stakeholders who include the government through the Ministry responsible for Education, parents, teachers, faith organizations and the community. He further indicated that management of students' discipline is crucial since the effectiveness of a school is reflected in the level of both academic and psychosocial achievement of the learners. Parents are therefore the role models, and since it is in the family that a child is brought up and grows, it remains the role of parents to instill morals standards required for the child to compete favorably in a challenging world, as the child prepares for school life. In a related development, Mbaki in his study 2018 cited family factors influencing parental involvement in management of discipline of students in public day schools in Kitui County but placed academic and psychosocial development of the learners at the core of school business. She pointed out that it is practically impossible for a school to realize its goals and objectives without creating the right environment of disciplined students as well as parental engagement.

Also as noted by the teachers, it is apparent that in day schools, the child commutes from home to school every day. The parent-pupil bonding thus is a milestone for the pupils to get the required morals necessary in schools to ease teaching and learning processes. This means that families

need to work together with schools to support learning for the child to succeed not just in school but throughout life. As explained by Head teachers, there should be mutual reinforcement of values between the school and the home at all times because family practices in the home that stimulate and support learning more significantly impact so much on a child's academic achievement. This is also in conformity with what one teacher also stated that; *"....our parents must work hand in hand with teachers to ensure discipline"*. Teachers further expounded that if the school is attempting to cure a boy/girl from a bad habit or as a remedy to a weak area in the school, the parents must be informed so that they apply necessary continuity of supervision during the vacation. In agreement with this Head teachers indicated that parents are therefore expected to furnish the teachers with relevant information on an area that is found wanting. According to most parents, it was maintained that the role of parents in the upbringing of their children cannot be underrated. This is because the way parents handle their children in the formative years impacts so much on the discipline of children in the later years. The personality of every child reflects the upbringing by the parent as children mimic parent's attitude and behavior despite whatever they learn in schools and the teachers therefore complement parents in helping the adolescent pupils discover their potential through successful discipline. It is thus clear that parents play a significant role in ensuring their children maintain discipline in schools. They should not relegate this responsibility wholly to teachers, neither should school administrators underrate parents role while enhancing discipline. The role of Parent's Teachers Association (PTA) is important in improving moral standards of the children.

It was also important to find that parents also had many suggestions on ways they could be involved in resolving the discipline problems of their children in primary schools. They suggested the issues like checking their children's homework, monitoring school attendance, replacing items stolen by their children, reporting cases of indiscipline to school authorities and government authorities, having dialogue with their children, encouraging their children to go to church, keeping the children busy while they are not in school, controlling the material the children read and programs watched on television, limiting access to mobile phones, ensuring their children reach home on time, being in communication with the teacher regarding the child's behavior, and punishing children for disobedience outside school. To many Head teachers, these strategies by parents can help them easily manage the discipline of the children at school that can create a room

for academic improvement. This was emphasized by a Head teacher who quoted *“we are sure when the parents put in more efforts in monitoring the conduct of their children as well as continuous assessment of their discipline standards at the home level, our grades at P.7 will be the best ever...”* Such findings also are taken to partly explain that parental roles provide a wide range of benefits. Deepshika & Bhonot (2011) in their study assessed family environment and its impact on the social and emotional adjustment and revealed that several family environment factors; cohesion expressiveness conflicts, acceptance and caring, independence and active recreational orientation, organizational and control together showed significant role in socio-emotional and educational adjustment of adolescent girls in primary schools. To them, when schools believe that the lax parent discipline explains a child's misbehavior, educators are less likely to consider alternative explanation of misbehavior together with the full range of interventions that could be implemented at school.

Greene (2013) similarly highlighted on similar issues and went ahead to indicate that when parents are involved in school activities, management of learners becomes a sure deal. Head teachers also had an idea that parental liaison is the most effective way of providing support to schools as they supported the suggestions of the parents. The Head teachers tended to agree on the need to involve parents in resolving discipline problems in schools although earlier indications in the research indicated they have not been either involved or parents themselves never involved themselves in school matters. This finding agrees with those of teachers who emphasized the need for parents to instill discipline in their children at the family level. Some parents agreed and observed that they are the ones who contribute to children's indiscipline in many ways by being bad role models and by avoiding parental responsibilities such as teaching their children good behavior.

Other teachers put it that many parents “abdicate their authority”. When this happens, young ones grow up with few, if any rules or guidelines to regulate behavior. But parental liaison was indicated by heads of schools as critical in school support systems. These parental roles were also cited by Kabiru (2006) who emphasized the need for parents to instill discipline in their children at the family level. He observed that parents contribute to children's indiscipline in many ways especially by being bad role models and by avoiding parental responsibilities such as teaching their children good behavior. In another thesis on Solving Discipline Problems in Kenyan primary Schools,

Ayieko (2008) observed lack of parental liaison to often cause indiscipline challenges, which can be found in many forms like drinking alcohol, smoking and abuse of drugs, truancy, theft, defiance to school authority and rules set forthwith, all of which have lifelong effects.

Mittambo (2003) had also stated that the problems found in most primary schools were late coming, smoking, drinking, fighting, theft, truancy, poor hygiene standards, noise making in class and he also attributed all these to limited parental involvement in school matters. Ten similar problems (drug abuse, truancy, theft, fighting, bullying, non-completion of work, and defiance to school rules and teachers' authority, smoking and coming to school late) were also observed by Muchiri (1998) in a study on participatory process used by Head teachers to Enhance learners' Discipline in Public primary Schools in Malawi. These findings are in line with a report by Center for Behavioral Health statistics and Quality (2019), which documented that approximately 385,000 adolescents (1.5% of all adolescents in America) had substance use disorders (SUD) and major depressive episode (MDE). 1.2% of all adolescents who had SUD and MDE had severe impairment. According to the report, in 2018, substance use was more common among both adults and adolescents who had a mental issue than among those who did not have a mental health issue. About 1 in 16 of adolescents aged between 12 and 17 in America in 2018 (about 6.1%) with a past year MDE smoked cigarettes in the past month compared with 2.1 percent of those without a past month MDE and unfortunately, most of these were primary school going children. This also indicates that drug abuse seems to be a global problem affecting learners in all the parts of the world. New innovative ways of managing pupils' discipline particularly merging it with the parental roles among the Batwa community areas in Kanungu is therefore necessary.

Apart from mobilizing funds, it was noted by teachers that the role of parents in PTAs is of great value to schools, as its other function include ensuring discipline in schools by providing guidance and counseling services and motivation of pupils and teachers. Such have also been echoed in the MOE Master Plan of 2008, although the rise of discipline problems among primary school children in Uganda has been a controversial issue. This is a clear indication that in public primary schools, children's discipline has become a challenge and has usually translated into poor academic performance. It also clearly shows that for the day public primary schools to improve in academic performance, high discipline must be maintained both at home and in schools. Head teachers

within schools further advanced that since the imposition of a ban on corporal punishment by Ministry of Education and Sports in 2001, a number of strategies which require collaboration efforts of teachers and parents have been suggested. Some of them being clearly stated rules, guidance, and counseling and, parent and community involvement. All these measures recognize the indispensable role of parents in enhancing student discipline.

5.1.3 The challenges faced by parents in pupils discipline management

One of the most outspoken challenges that parents face as asserted by teachers was that behavior management often becomes an issue in school settings especially in the classroom. To many parents especially in Karehe it was however reported that they find difficulties in dealing with children's behavior acquired when they go to schools, especially in the classroom. The school was seen by parents as yet another far reaching socializing agent where the child learns new things in a new environment. Notable in an interview with a Head teacher was that the school environment has a great influence on the physical and mental development of the child. Nearly all respondents maintained that as the child goes to school, they meet children from different family backgrounds and who were brought up differently. Thus, coping up to have the same characters may not be easy an easy work.

Similarly, parents indicated that when these young boys and girls come back home, they present with changed minds of a modern world because what is taught at home is not what they meet in class. This indicates that it becomes hard for the parents to develop the best parenting models for these children. Teachers also maintained that there are a range of theories that deal with classroom management such as psychology and epistemology that has a great influence on education of a child although they cited that despite their training competences in handling children, special education children often display disturbing and challenging behavior which the parents in the absence of training may not be able to identify. This indicates that such behaviors of problematic children often become a key challenge to parents in handling children's issues.

Although this behavior can be reduced, problematic behavior is unable to be remedied fully. It was also indicated that education of special needs children is however worsened by the low levels of parent-teacher engagement, together with parents who do not mind about the lives of their children

or even those that do not bother to report issues of children to schools. This can be compared to the study done by Korkmazz (2007), who supported this idea where he disclosed that the parents should love, respect and care for their children's education and children's basic and school needs. It is therefore apparent that parents should express a harmonious communication with the teacher and other staff in school and provide a warm atmosphere while at home for their children to revise their notes and being aware about what their children do, so that special needs of children can be identified and reported to schools. Equally important is the contribution of Chand (2013) who said that parents play a pivotal role in maintaining discipline in schools whereas the lack of their support give rise to a number of problems such as assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, pregnancy, class repetition and relationship problems. To him, thorough attendance and involvement in PTA meetings by parents inculcates in the role to manage discipline by combining efforts with school managers as well as teachers.

This is not limited to his study only but also the Batwa Primary Schools in Kanungu district which are faced with several discipline problems due to limited levels of parental involvement in school activities in the area. Juang & Silbereisen (2002) indicated the consequences of this being, the parents who are warmer and child welcoming to engage in more discussions concerning discipline, academic and intellectual matters with their adolescents face, and have higher school aspirations for their adolescents, and are reported to show more participation in their adolescents' schooling. In this study, it was unfortunate to find out that Head teachers pointed out similar challenges including involvement of school and teachers, along with parents and the community clearly to have a marked effect towards positive behavior and achievement of children. This demonstrates that the misbehavior of these problematic children is not capable of being managed solely by parents and school administrators, as parents can also play a key role in assisting school authorities handling this problem among special education children, although also social workers may intervene.

According to teachers who were interviewed in the area of study indicated that the role and involvement of parents in helping resolve disciplinary problems of special education children, such as disruptive behavior and challenging behavior, still have not received much attention in the area.

The importance of parental involvement in children's education has frequently been debated. Providing information regarding unusual behavior of children by parents would facilitate school administrators to take the necessary actions in a collaborative manner with the parents. If the problem of misconduct among children is not handled immediately, it would disrupt the teaching and learning process in the classroom. However, in efforts to bring about cooperation between school and parents, there are numerous barriers when it comes to the involvement of parents in school. Among these problems include the perception among some parents that the responsibility of educating students lies squarely on the shoulders of school authorities. Besides that, certain parents also exhibit negative perceptions towards teachers and school. There are also cases where parents are just not interested to be involved in helping resolve disciplinary problems of their children at school.

Further, it implies that the continuity of learning in school and at home not only helps in academic attainment but also helps remedy problematic behavior among students. But research findings also illustrated that time constraint is the main obstacle faced by parents in involving themselves in discipline management of their special children. The issue of time constraint seemed to be stemming from a variety of reasons such as managing family chores, work demands, difficulty in getting leave, constantly changing work schedules, and there were also parents who held more than one job. But it was so unfortunate that those who never had formal jobs like the Batwa were also reported to be found busy working in fields for food and school fees, clearly implying that the Batwa do not care much about the lives and education of their children. Relatedly, it shows that these constraints cause them not to be able to have time to be involved in school activities and programs organized by school hence, the problems encountered by parents makes it challenging for them to focus on their special children or getting involved in the various activities arranged by the school.

Another finding was that some teachers provided enough information that points out that the majority of parents are not aware of their rights to be involved in school activities and have low parenting skills which poses serious challenges. In the context of Batwa Primary schools, it was discovered that most parents had the 'I don't care attitude' over their children, and this can be understood that some of them were illiterate or semi-illiterate. These factors regarding parents

prove to be obstacles as they have low self-confidence and feel that they are not important as far as helping school manage their children's discipline problems is concerned. Other than the attitude of parents, a Head teacher at one of the schools stated; *"the attitude of school teachers also presents hindrances to parents involving themselves in school activities"*. According to teachers, school administrators often felt that parental involvement does not bring any benefit or effect to the school. This was possibly because parents were quite busy with other affairs and quite restricted in terms of allocating time for involving themselves in schools. Nevertheless, parents find it difficult to get leave, have work schedules that are constantly changing, and they also have to attend to other tasks of managing household chores.

Head teachers indicated that most parents do not have the time to come to school and discuss arising problems and to update themselves regarding the problems faced by their children. It is possible that due to this, school administrators feel that they can manage matters related to children better on their own without the help of parents. One other obstacle in the involvement of parents was that schools seldom invite parents to participate in activities carried out in schools, an attitude which denies the role and involvement of parents in helping handle the problem of child's indiscipline. The lack of clear communication between teachers and parents also widens the gap in the involvement of parents in child discipline management in schools. In comparison, Okorodudu (2010) defends such statements that when parents exert control and monitoring adolescent activities and promoting self-autonomy, leads to having the most positive effect on adolescents' behaviors and on their discipline. He further recommends that it is important once proper values are inculcated in the young and adolescents so they grow up and become responsible citizens of their country.

The level of parental involvement in students' educational process can thus be viewed to be the only one significant factor in predicting if a learner will be successful in that educational process because children whose parents are engaged in their education are motivated to learn and once they have such motivation they tend to be involved and disciplined in classroom. But Habyarimana (2018) disbanded and refuted these claims citing that a child is born with an individual heart and therefore behavior to him is inbuilt. In the context of Batwa Parents' role among the Batwa primary schools, it can be comprehended that parental efforts are necessary to motivate their children to

behave well in order to attain their success. Therefore parents should be fully engaged in schools activities including supervising homework, follow ups on how children are behaving at schools and teaching them to be respectful to the surrounding society.

The other most significant obstacle in this research was the attitude of school administrations, with regards to parental involvement. This challenge was espoused by teachers and according to them, parents feel school administrations do not try to attract their participation in Parent's Teacher Association (PTA) meetings as they feel that parents' services are not needed in schools. Cooperation between parents and school can be initiated through PTA meetings by having exchange of ideas, sharing of problems and seeking viable solutions to manage of children's indiscipline cases.

Several parents in area of study had it mind that school administrations need to be more open and make efforts to attract parents' participation so that both parties can together take part in handling the discipline problems of special children. Most Teachers as indicated in the findings further indicated that communication between parents and schools needs to be enhanced. This is because communication is an important medium to ensure positive discussion and close cooperation between parents and school. According to most Head teachers, the source for the weakness in communication was attributed to the ignorance of parents on the best ways to communicate with school administrations. This shows that failure to communicate leads to parents not having information from schools about their children. Multiple approaches can be taken by school to overcome this obstacle such as by sharing information with parents via telephone, WhatsApp, e-mail, Facebook, daily notes and note books. However, to achieve this, head teachers were of the view that Teachers also must be more open to receiving ideas and viewpoints from parents.

Parents advocated that the school heads should welcome the presence of parents in schools so that they feel that their presence is valued, thus encouraging them to participate more actively in school activities through PTA meetings and Individual Education Programs (IEP). To them, two-way direct communication was suggested can help eliminate misperception and suspicion between these two parties. Similarly, De Dieu (2021) wrote that the objective of discipline is the creation of a safe and conducive environment in both classroom and the society and insisted that most of

indiscipline cases are not related to compliance to set rules and school code of conduct rather unpleasant behaviors such as drug abuse, sexual abuse, and theft of school properties, absenteeism and lateness are a result of failure by schools to engage parents in its activities.

Furthermore a quick analysis by Murphy (2021) revealed a significant correlation between the school administration and students' discipline in the schools where students are involved and responsible in undertaking tasks. All the parents want their children to learn and be accepted by their peers and teachers. It is therefore clear that maintaining students' discipline is a complex process and is related to variety of factors but more especially the parent factor. Parents play the primary role by assuming their responsibility towards their children at home to maintain the discipline of children as highlighted by Philip (2013). Thus, parents in areas of Batwa primary schools in Kanungu are encouraged to live as exemplary in front of their children and schools. School administrators should also take involvement of parents as essential requirement if academic progress is to be realized. To encourage involvement and participation of parents, obstacles that exist between parents and teachers need to be resolved by both parties. By means of the ensuing cooperation and understanding, the disciplinary problems of children can thus be handled together. This integration and continuity between school and home would greatly increase the likelihood of overcoming problems faced by children and consequently lead to enhanced academic achievements.

Parent respondents too pointed out that unemployment is another challenge that affect their fellows in playing their roles, although there were some employed parents who also ended up having children who are not disciplined. Also, during the interviews with a Head teacher a primary school in the area of study who was found at his home in Kebiremu about the effect of parental employment on learners' discipline, he said that some employed parents were very keen on their children's discipline. Though they may not always be at home when children are leaving for school or coming back, it was indicated they freely discussed with their children discipline issues as well as academic issues. A teacher of the same primary school had further observed that some parents, despite their busy schedules at their work places ensured that they attended meetings and even communicated occasionally to be informed about their children's progress. On a further interview with other teachers, quite a number of them said that they also had learners whose parents are

employed who have discipline problems. For example, one said, “...*some employed parents do not come for meetings and at times they give very many excuses ...in the long run they lose touch with the teacher who may also give up on a particular child’s discipline ...all their effort is put in paying school fees and buying school uniform.*”

Regarding unemployment status, majority of parent respondents pointed out that this affected several parents in playing their roles to enhance child discipline. Minority of the parents felt it did not affect some parents in playing their roles. During the interviews, in support of the majority parent respondents, one teacher said, “... *most of our parents are unemployed and as a result they do not provide for their children ...this has encouraged a lot of theft in our school ...not to mention indecent dressing.*” One of the head teachers concurred with the teacher on the issue of unemployed parents when he cited that; “*In general school administration and the academic performance had been greatly affected by the fact that most of the parents were unemployed*”. Mentioning just but a few was the fact that these parents could not pay fees and buy the required scholastic materials. It can be understood in the context that this made them unwilling to attend meetings and even be in touch with the teachers. As already mentioned, the implementation of certain methods of enhancing discipline like paying of fines for damages had been disabled by this factor. He was quoted saying; “...*when you send a child home to replace a damaged book or to buy a barbed wire because of passing through the fence, be sure that you have expelled the child/pupil from school...*”

According to the study, these findings implied that employment affects some parents who end up having children with discipline problems in school. Besides as expressed by some teacher respondents, unemployed parents who do not spend ample time with their children and lack constant communication with the teachers and school administrators do not help to enhance discipline among their children. On further interrogation of parents, a small number of parents were of the view that self-employment did not so much affect parents in playing their roles to enhance child discipline. A good number of teacher respondents however said that this status affected parents so that quite a number of their children would also have discipline problems in school. A teacher in one of the primary schools pointed out that this would depend so much on the type of business a parent was doing. This according to the teacher respondents was because some

businesses required a lot of attention and time which denied the parents an opportunity to attend to their children. This view clearly reflects on what one head teacher on the same explained that most of the small businesses the parents did were in the small towns and market centers around the area of study where some children would thus be spotted assisting their parents when they even ought to be in school. He further said, “...*One time, a child who had been absent for some time was seen with a bicycle supplying and selling milk ...and he was later spotted helping the mother to sell cabbages at the shop.*” It is possible that this kind of situation most likely led to discipline problems like late coming, failure to do homework, theft, and drug abuse and even school dropouts.

Through such findings, the study established that some business parents did fail to motivate their children to take their studies seriously. This was especially so when another teacher said that quite a number of their pupils end up doing small business after p.7 and some even become touts! This factor could also explain why very few children were qualifying for secondary education. This was mostly because their parents did not spend enough time discussing discipline issues with their children which also affected them academically. This is supported by Korkmazz (2007), who highlighted that the parents should love, respect and take care towards their children’s education and children’s basic, and school needs irrespective of their employment demands. To him, it is unfortunate the employment status of most parents also affects their children, for Pupils from families of working parents are faced with lack of close monitoring, while also this may be the case for those not working. There were also similar opinions among most teachers that the parents’ social economic status affected the performance of their roles as they tried to enhance student discipline.

Concerning the parents’ economic status, the study found that the economic status was entirely low especially the Batwa and this possibly explain why they could not afford the school requirements like buying enough books, pens, pencils, mathematical sets for their children and even attending school meetings. This was also taken to be the reason why they were not rewarding the well behaved children, and this had prompted the teachers and other stakeholders to work on their own in enhancing child discipline. Half of the Batwa pupil respondents said that their parents’ low level of incomes and education affected them in the process of playing their roles. This factor has denied them an opportunity to actively participate in decision making as they were considered illiterate or

semi-illiterate. There was therefore bound to be a communication breakdown between these parents and the teachers and even with their children.

Following closely was a challenge of ignorance of the parents especially the Batwa which was cited as a factor affecting most Batwa parents in their attempt to enhance student discipline as espoused by some of the pupil respondents. But to the head teachers, it appears the parents were ignorant of any educational activities and more so their roles on enhancing child discipline. The findings on a question to teachers on whether the parents were aware of their roles in enhancing child discipline revealed that majority of the parents were not aware of their roles. For example, an interrogation of one of them brought forth the finding that according to the parents their major role was feeding and paying school fees for their children.

Mbaki (2018) had ideas related to family factors influencing parental involvement in management of discipline of learners in public day primary schools in Kenya, where he placed academic and psychosocial development of the learners at the core of school business. She pointed out clearly that it is practically impossible for a school to realize its goals and objectives without creating the right environment of disciplined learners while also maintained that this may be unfortunate with families with illiterate parents, who may not easily understand their key roles and those of schools. It is apparent as founded out during the study that the high illiteracy rates experienced among Batwa families have a direct effect on their children's behavior. Nearly all were ignorant about their roles as revealed by the study.

Although the theme of unavailable parents registered a negligible response, it however established through interviews with the teachers that some of the children never had parents or even some were found absent in the homes. Similar to the above finding was documented in a survey of Nzewunwah (2015) which highlighted that life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new partners in intra-familial interaction and reorganization of routine schedules. Also, Agulanna (2019) cited that it is of great benefit for parents to have stable families in order to be role models to their children thus boosting their discipline both at home and at school. This benefactor shows that parental divorce

has negative effects on the adjustment of children compared to their peers growing up in continuously intact families. Children of divorced families tend to encounter more social, academic and behavioral problems than children from intact homes. Mbaki (2018) had shown that parental monitoring has a protective effect on the many adolescent risk behaviors in both middle-class populations and poor urban environments and has been shown both to moderate the effect of peer influence and to persist into late adolescence. But Devore and Ginsburg (2015) had it that supervised parent-child communication reduces sexual risk behaviors. A study by Juang and Silbereisen (2012) showed that parents who offer time to their children, demonstrated more warmth, engaged in more discussions concerning academic and intellectual matters with their adolescents and had higher school aspirations for their adolescents, reported more involvement in their adolescents schooling. In contrast, adolescents who were characterized by below average ability, parental school involvement coupled with absence of parents and capability beliefs, demonstrated the worst school performance.

Apparently, some Batwa parents due to being uneducated and unemployed as already established, left home early and came back late home in their efforts to make ends meet. They also had no time to attend school meetings and supervise remedial work for their children. It is possible that this scenario left the children to take care of themselves and at times they even forego school to assist the other siblings in the absence of the parents. Families where parents were dead were noted to have children taken over by relatives, who could not give them the necessary care and guidance as well as imparting good moral standards. This possibly explains why in some proportion of pupil respondents said that the parents' marital status affected the parents as they tried to play their roles. Some of the pupils pointed out cases of death, divorce and separation which affected their parents who could not play their roles. An equally small number of pupils indicated that parenting styles was a factor affecting parents as they tried to enhance children discipline. Children whose parents or guardians did not monitor them were reported to be in disciplined. Similarly, those whose parents were restrictive were also reported by the teachers to be in disciplined. The children, whose parents were warm and tolerant, brought up disciplined children. This portrays evidence on why the study discovered that the parenting styles used by parents were very crucial in enhancing pupils' discipline.

With a related regard to marital status, majority of parent respondents were of the view that two parent families brought up children who were mostly disciplined. One of the teachers supported this view by saying that when addressing children discipline problems in case one parent become unreliable, they would opt for the other parent. But a small number of parents said some children from these families were not disciplined. On one parent families the findings indicated that a sizeable number of parent respondents revealed that such families had both disciplined and children with discipline problems respectively. The findings also seem to concur with the report of Kanungu District task force on school discipline on a survey done in 2008 which found that some of the primary school children who actively participated in unrest with the teachers were from single parent families while some were orphans. However in an interview with one of the class teachers, he revealed that some of the single parents brought up much disciplined children.

He cited the example of the top most performing children in one of the primary schools in the area of study who were both from single parent families. He further remarked that it was their good discipline that allowed such results. Majority of parent respondents had said children from widowed families had many discipline problems as opposed to those of the parent respondents who said that children from such families were disciplined. This can be understood that probably it was because of the many problems the families encountered after losing a spouse and a parent which culminated into complex parenting styles. Concerning parenting styles used by different parents, the study found that majority of the parent respondents were of the view that parents who were mainly authoritarian and very strict brought up children with discipline problems although a minority said parents brought up disciplined children.

During the interviews, one of the class teachers in one of the primary schools in the area of study also said that from her experience, children whose parents were very strict and were dictators ended up having children who were rebellious in class. In fact according to this teacher, such children become rude and secretly take drugs and alcohol. The same teacher gave an example of a very strict parent who in fact made the boy to drop out of school while in primary six at the beginning of the year 2022. As per the findings, majority of parent respondents had indicated that fellow parents who were authoritative and warm brought up disciplined children with very few parents pointing out that some children from these families also had discipline problems. One head

teacher in support of this view remarked that such parents were easy to deal with especially when it came to the discipline of the children. According to this head teacher, such parents provide an environment full of understanding and tolerance to the children as he quoted; “...*a child/pupil who had involved herself with bad peers was talked to by the parent in my office and by the next day the child had written a letter to the school authority that she would change and become serious with her studies...*”

The study had also found those children from two parent families to be more disciplined than those from widowed and one parent families. Although the study established that most children whose parents were employed were more disciplined in this area of study, as already established most children come from families with unemployed parents and this can be taken to explain the various child discipline problems in the schools sampled for the study.

Children from families that use authoritative parenting styles are thus mostly disciplined as compared to those where other parenting styles namely, permissive, and liberal are used. This also indicates that the latter mostly have children with discipline problems. Additionally, the study findings seem to imply that most parents in the schools in study are not involved in enhancing child discipline since they are unemployed and are likely applying the three parenting styles namely, permissive, authoritarian, and uninvolved as reported by the head teachers. The different marital status of the parents also seems to affect them when playing their roles. This also reveals why there are escalating cases of indiscipline in the study area.

As regards to permissive parenting style, the findings were that most of the parents said that children from these families had discipline problems which reflected serious challenges in the parenting system. Although few parent respondents said that children from these families were disciplined, it was put up clearly in an interview with one of the class teachers of one primary school that the reason why most children had discipline problems was because some of their parents were permissive in their parenting styles and did not monitor their children’s movements and neither did they want to disappoint their children. She explained further that this was a big problem among single parents whom she said at times gave in so much to their children’s wishes and in fact when invited during children discipline problems one would get embarrassed at the way they would just listen and not want to be offensive to their children. According to the study

the permissive parents seem to compensate their absence and irresponsibility by giving in to their children's wishes in order to please them. On neglectful parents the study found that majority parent respondents said children from families with this parenting style were not disciplined. Only minimum number of parents said some children from such families would be disciplined. An interview with one head teacher established that children from neglected parents had no control over their behaviors because their parents never controlled them. According to this head teacher, these were the most problematic children who were negative about any discipline measures taken against them. The head teacher explained this was one of the reasons why most school administrators did not involve parents in enhancing discipline in schools. In this light, it can be concluded that the findings in this research item seems to indicate that there are many parental factors that affect parents as they play their role of enhancing child discipline. It appears these factors range from marital status, employment status and parenting styles.

No wonder, the existing literature especially a study by Chand (2013) had indicated several advantages of parental involvement in discipline management, citing that parents play a pivotal role in maintaining discipline in schools although he maintained that lack of their support give rise to a number of discipline problems such as assaulting, acting aggressively, school absenteeism, lateness, alcohol, drug abuse, lying, stealing, rebelliousness, fighting, smoking, befriending, school dropout, pregnancy, class repetition and relationship problems. But he reported a need to mentor parents on the best parenting styles. To this, it can be deduced that thorough attendance and involvement in PTA meetings by parents inculcates in the role to manage discipline by combining efforts with school managers.

In the context of Batwa community primary schools in Kanungu District, what can be perceived is that parental involvement should be given a priority, and parents should be guided on the best parenting styles and available communication channels to enable them report discipline issues to schools and local authorities.

5.2 Conclusion

Purportedly, the study was focused on identifying the role of parents in management of their children's discipline in Batwa community schools of Kanungu District along with understanding

the benefits of parental roles in management of pupils' discipline and the challenges faced by parents in pupils discipline management and how best they can overcome these problems.

From the findings of this study based on the stated Research questions, the study came up with a series of roles which included that parents have a role to urge children to comply to rules, report children cases of indiscipline to both school and local authorities, guidance and counseling, reprimanding children over discipline issues, monitoring children's discipline when they are out of school and supervising what children do while at home. These roles were found out to be of great benefit, as the study came up with a theme that parents are the primary educators of their own children and therefore had an obligation to play. This theme was espoused by Head teachers and supported by the teachers and some parents who indicated that it is in the family that a child is brought up and grows under the direction of parental education. Short of parental intervention characterized discipline problems, but parents also cited that to manage discipline issues, they meet several challenges most of which also calls for school and community intervention. Parents faced challenges including some of their fellow parents not being aware of their rights, single parents, divorce, separation, attitude, orphan hood, unemployment and full time employment, limited financial resources, ignorance and illiteracy of some parents, low levels of parental involvement in PTAs, and most parents are not trained to handle problematic/special needs children. To some parents, the school environment itself was a challenge as yet another socializing agent.

The study found that shortage of these parental roles especially guidance and counseling in many Batwa primary schools has had a devastating impact on the character and eventual future of the affected children.

The impact of indiscipline issues in many schools continues to threaten the achievement of Millenium Development Goals (MDGs) and of specific concern, attainment of Education for all (EFA). Education of the child is, however, critical to the future of the nation, but for learners to be successful in school and later in life, there must be a sense of community and belonging, nurturing and support for them in the school, home environment and also community at large.

The importance of the family and a parent in life of a child cannot be overemphasized. Not only is the family the initial place of contact for a child with planet earth, it is also the first place of learning, guidance and counseling. The family continues to play these vital roles, in varying measures, throughout the life of a child. But it was unfortunate to find that many families and parents in Batwa communities in Kanungu District do not have and cannot give adequate time to

their children to guide, counsel and/or help them acquire some of the important life skills that will enable them to survive or tame the environment. Even the few parents who are keen on being helpful to their children lack appropriate skills for effective guidance and counseling. Some parents believe in “spare the rod and spoil the child,” and they think they can beat their children into submissiveness. This method is so excessively used in some cases, that many children in the study context have been subjected to many forms of violence and abuse with such consequential psychosocial effects which in some cases result in excessive passivity, aggressiveness, or juvenile delinquency.

Further, inadequacy of guidance and counseling and many other parental roles have had its toll on the character and future of the children in the area of study with unwanted pregnancies, abortions, stampede towards early marriages, higher rates of school dropout, drug abuse and uncontrollable behavior including children boycotting school rules and teachers’ authority. Nearly, every member of the society and families can be affected by bad discipline of the child and this explains why the rampant cases of indiscipline among primary school children in the area of study have raised several scholarly debates in the district.

But the study further clearly indicated that the role of parents in discipline management cannot be understated since it is through the home and the parent that a child is born, brought up and imparted with skills of initial discipline as the teachers it was also indicated in the study that “*charity begins at home*”. Also as noted by the teachers, it is apparent that in most day schools, the child commutes from home to school every day. The parent-pupil bonding thus is a milestone for the pupils to get the required morals necessary in schools to ease teaching and learning processes. This means that families need to work together with schools to support learning for the child to succeed not just in school but also throughout life. However, the study also indicated that the school is another far reaching socializing agent that has a great impact on a child’s discipline, but it was discovered that parent teacher bonding can address challenges of teacher-parent-pupil relationship. Management of children’s discipline is crucial since the effectiveness of a school is reflected in the level of both academic and psychosocial achievement of the learners. Parents are therefore the role models, and since it is in the family that a child is brought up and grows, it remains the role of parents to instill morals standards required for the child to compete favorably in a challenging world, and as the

child prepares for school life. In a related development, discipline helps in maintaining harmony in a school and for securing a climate in which learners can learn freely without disruption and chaos. A study by Mbaki (2018) pointed that effective discipline creates a climate conducive to elicit high academic and non-academic achievements.

The need to intensify discipline management must be more urgent with the increasing demands placed on teachers. But parents are the first change agents in the life of a child. However it was unfortunate to find out that many parents spend less time with their children and do not give the necessary guidance to impart skills necessary to enable their children protect themselves against bad moral and vices against society will. Considering this, there was a major similarity that both teachers and parents have special roles to play. Parents are change agents in their homes, as well as teachers when it comes to school matters. This therefore calls for parent-teacher bonding if discipline matters are to be properly handled.

By relating the findings with hidden meanings and the existing literature, it is possible to improve the relationship between parents, teachers, head teachers and pupils, and these have been presented in the discussions and further in recommendations. The study found out that some parents played some few roles like guiding and counseling children and reporting cases of children misconduct while out of school to local authorities like Chairman Local Council One and also to some teachers. However, other equally crucial roles were not adequately played like supervising remedial work at home, reprimanding children over discipline cases and monitoring their movements while out of school. This failure of parents to play these roles contributed to the discipline problems experienced in the schools in the area of study. On parental factors affecting parental involvement in enhancing discipline is parents' low levels of education which affected the parents so much as they tried to play their roles. Parenting styles and employment status also affected them so much in their attempt to manage discipline issues as compared to marital status and unavailable parents.

It was apparent that parents need to be involved more in resolving discipline problems. From the parents' suggestions, they have a lot to offer in resolving discipline problems. Similarly, from the suggestions made by the Head teachers and teachers, it can be concluded that parents have a role to play in resolving the discipline problems of their children in school.

In relation, parental lack of adequate resources and absence of guidance and counseling has played a key role toward the discipline problems of children in Batwa community areas in Kanungu District and perhaps if resources were available, sensitization of parents would take place, leading to fewer discipline problems. But generally, the study concluded that parents needed to play their roles actively in collaboration with the school administrators so as to enhance discipline among children in primary schools.

5.3 Recommendations

Parents in the Batwa community primary schools are encouraged to be active in education of their children by playing roles such as social roles, financial roles as well as cognitive roles. Therefore parents should be fully engaged in school activities including supervising homework, follow ups on how children are behaving at schools and teaching them to be respectful to the surrounding society.

Parents should be encouraged to foster cooperation and encourage communication and understanding between them and their children. Parents should be in the front line in dealing with children's discipline. The Ministry of Education and Sports should embark on head teachers' capacity building through training based on mainstreaming of discipline issues in schools. This can avert the increased cases of indiscipline among school pupils.

Guidance and counseling should be encouraged among parents and also teachers in schools. School authorities should take up the challenge, adopt a multi-sectoral and multi-pronged approach and also assist the role of parents and offer the guidance and counseling that would ordinarily be provided by the home.

Schools authorities should also always invite professional counselors and motivational speakers to schools to talk to children with discipline problems.

The study recommends that the Ugandan Ministry of Education and sports should legalize the PTAs so that parents can be sensitized through them to effectively play their roles. The parents also need to be sensitized through seminars, meetings and workshops on their roles towards discipline management of children.

Parents, teachers and the school administration should take a collective responsibility in addressing pupil's discipline.

5.4 Suggested areas for further study.

Apart from the role of parents, a study on the role of school administration in resolving discipline problems is necessary.

Although the study was confined in the Batwa community area schools within Kanungu District, similar studies should be conducted in other districts or on regional levels to obtain more information on the role of parents in discipline management.

Apart from primary schools, one area however, had not been adequately explored: the role of parents in the discipline management of the secondary school students.

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APPENDICES

Appendix 1: Consent Form

Title of Study: Parental Roles in management of Pupils Discipline in selected Batwa Community Primary Schools, Kanungu District.

Student: BABIRIISA ENOS

Supervisors: Dr. Eliezer Niyonzima and Dr. Francis Akena Adyanga

Dear Respondent,

You have been selected to participate in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award of Masters Degree of Education and Management of Kabale University

Participation in this research is voluntary. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Study Description: The purpose of this study is to assess the role of parents in management of pupils discipline in Batwa community schools in Kanungu district. The study consider pupils, parents, head teachers and teachers in the Batwa Community, Kanungu district to be the key respondents to the study thus 54 respondents will be considered for this study.

Purpose of the research project: After sampling 54 respondents, this study will assess the role of parents in management of pupils discipline in Batwa community schools in Kanungu district. It will assess parent's participation in school meetings, visiting children at schools and communicate directly with teachers thus managing pupils discipline.

Procedures: You will first be asked to consent to participate in this study. Following your acceptance you will be interviewed by one of the research assistant who will ask you several questions and they will write down your responses. They will ask you about your response about the role of parents in management of pupils discipline in Batwa community schools. You will be asked to be as genuine as possible as you respond to the questions. You are free to ask any question during the course of the interview. You will be asked these questions in a private space to maintain the confidentiality of your answers.

Risks / discomforts: There is minimal risk. Your answers will be kept confidential by using numbers instead of names on the forms and they will be securely locked when not using for analysis. After the completion of the study the form will be destroyed.

Benefits: There will be no direct benefit to you from the study but the information will be used to implement measures concerning the role of parents in management of pupils discipline in Batwa community schools.

Who do I ask/call if I have questions or a problem?

1. Mr.BabiriisaEnos: Tel: 0782954788 (Researcher)

What does your signature (or thumbprint/mark) on this consent form mean?

Your signature on this form means:

- ☐ You have been informed about this study's purpose, procedures, possible benefits and risks.
- ☐ You have been given the chance to ask questions before you sign
- ☐ You have voluntarily agreed to be in this study

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Print name of adult participant	Signature/Thumb-print	Date
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Print name of person obtaining consent	Signature	Date

Thank you very much for your cooperation. God bless you.

Appendix 2: Assent form for students

Title of Study: Parental Roles in management of Pupils Discipline in selected Batwa Community Primary Schools, Kanungu District.

Student: BABIRIISA ENOS

Supervisors: Dr. Eliezer Niyonzima and Dr. Francis Akena Adyanga

Dear Respondent,

You have been selected to participate in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award of Masters Degree of Education and Management of Kabale University

Participation in this research is voluntary. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Study Description: The purpose of this study is to assess the role of parents in management of pupils discipline in Batwa community schools in Kanungu district. The study consider pupils, parents, head teachers and teachers in the Batwa Community, Kanungu district to be the key respondents to the study thus 54 respondents will be considered for this study.

Purpose of the research project: After sampling 54 respondents, this study will assess the role of parents in management of pupils discipline in Batwa community schools in Kanungu district. It will assess parent's participation in school meetings, visiting children at schools and communicate directly with teachers thus managing pupils' discipline.

Procedures: You will first be asked to consent to participate in this study. Following your acceptance you will be interviewed by one of the research assistant who will ask you several questions and they will write down your responses. They will ask you about your response about the role of parents in management of pupils discipline in Batwa community schools. You will be asked to be as genuine as possible as you respond to the questions. You are free to ask any question during the course of the interview. You will be asked these questions in a private space to maintain the confidentiality of your answers.

Risks / discomforts: There is minimal risk. Your answers will be kept confidential by using numbers instead of names on the forms and they will be securely locked when not using for analysis. After the completion of the study the form will be destroyed.

Benefits: There will be no direct benefit to you from the study but the information will be used to implement measures concerning the role of parents in management of pupils discipline in Batwa community schools.

Who do I ask/call if I have questions or a problem?

2. Mr.Babiriisa Enos: Tel: 0782954788 (Researcher)

What does your signature (or thumbprint/mark) on this consent form mean?

Your signature on this form means:

- ☐ You have been informed about this study's purpose, procedures, possible benefits and risks.
- ☐ You have been given the chance to ask questions before you sign
- ☐ You have voluntarily agreed to be in this study

Print name of adult participant

Signature/Thumb-print

Date

Print name of person obtaining
assent

Signature

Date

Thank you very much for your cooperation. God bless you.

Appendix 3: Interview Guide for Parents

- 1) How many children do you have that are in primary school? _____
- 2) What do you consider to be good discipline?
- 3) What do you do to ensure that your child is disciplined?
- 4) Do you think it is beneficial for you to manage discipline of your child?
 - b. If yes, what are the benefits of managing a child's discipline at school?
- 5) What challenges do you face in managing children's discipline in primary schools?
- 6) How best do you think the faced challenges can be overcome?

The end

Thank you for your responses

Appendix 4: Interview Guide for Teachers

1. Which class are you teaching?
2. How many students are in your class?
3. How many Batwa pupils do you have in your class?
4. Do you face some cases of indiscipline while teaching the Batwa learners?
5. If yes, what are the common forms of indiscipline among the Batwa learners in your class?
6. How do you cope up with such forms of indiscipline among Batwa learners?
7. Do you have any way of communicating to parents of such children that you teach?
8. If yes, have you ever communicated to parents about their children's discipline?
9. What role do parents play in managing pupils discipline in this school
10. How beneficial is it for parents to manage pupils discipline in this school

The end

Thank you for your responses

Appendix 5: Interview Guide for Head teachers

1. Does your school have the guidelines for discipline among learners?
2. If yes, what are the forms of discipline guidelines among learners in your school?
3. Do the set guidelines cross cut to both Batwa and non-Batwa learners?
4. How often do you conduct general meetings in a year?
5. If yes, are Batwa parents also included in such general meetings?
6. Is there a Mutwa parent on the school management committee?
7. If yes, do you consider their opinions during meetings about pupils' discipline?
8. Do you think the Batwa parents are satisfied with your school decisions about pupils discipline
9. All in all what are the challenges faced by Batwa parents in managing children's discipline management in Batwa community schools?
10. What do you think can be done to overcome the challenges faced by parents in managing children's discipline

The end
Thank you for your responses

Appendix 6: Interview guide for Pupils

1. Which class are you in?
2. Do you have all your parents?
3. Has your parent ever visited you at this school?
4. If yes, how often does your parent visit you in this school in a year?
5. Have you ever been punished by anyone in this school?
6. Why were you punished?
7. How were you punished?
8. Did you parent know that you were punished?
9. Has your parents/guardians ever attended school meetings?
10. Does your parent have a position on school management committee?
11. All in all what is your say about your treatment compared to non-Batwa learners in this school?

The end
Thank you for your responses

Appendix 7: Krejcie, and Morgan's of table of sample size determination

N=Population size, n=Sample size

N n	N n	N n	N n	N n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382

95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384
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