

ISSN Online: 2616-8383



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ISSN: 2616-8383

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***How to cite this article:* Theogene, H. & Andala, H., O. (2019). Relationship between Parental Occupations and Students Discipline in Private Secondary Schools of Rwanda: The Case Study of Gasabo District, *Journal of Education*, 2(4), 47-73.**

Abstract

The children themselves feel good and bring happiness to the parents and to the community as whole, when they get adequate time to be with their parents for socialization. Bandura (1969) asserted that children were influenced by what they saw their parents doing and parents are primary role model to their children. This study aimed to establish relationship between parental occupations and students' discipline in private secondary schools in Gasabo District Kigali, Rwanda. The specific objectives that guided the study were: to determine the various types of disruptive

behaviors among students in private secondary schools; to determine parental occupations and their influences on students discipline in private secondary schools, and to establish relationship between parental occupations and students' discipline in private secondary schools in Gasabo District, Kigali-Rwanda. Research questions were: what are the various types of disruptive behaviors among secondary school students in Gasabo district, what are parental occupations and their influences on students discipline in private secondary schools, to what extent do parental occupations correlate with students discipline in Gasabo District, Kigali- Rwanda. The study findings will help head teachers and other educational stakeholders to improve students' discipline. It will also reveal parental occupations and their influence on students' discipline. The study targeted 563 people. Then solvin's formula for sampling was used to select 235 respondents as sample size for the study. Questionnaires, interview guide and observation were used as data collection instruments. Descriptive statistics (mean, frequency, Std. Deviation and percentages), thematic approach and inferential statistics (Karl Pearson product moment correlational coefficient) were used to analyze collected data. Tables, graphs and textual model were used to present collected data. Coding, cleaning and analysis of quantitative data was done with the help of Statistical Package for social sciences (SPSS) version 21st. The finding revealed truancy, physical aggressions to words others, drudge abuse, inappropriate dressings, inappropriate use of school materials, sexual abuse, absenteeism and delinquency as the common disruptive behavior among students in private secondary schools in Gasabo District Kigali Rwanda. The second objective found that parental jobs, domestic chores, chatting, Social events, frequent meetings for governments officers, social media addiction and leisure during the weeks have absolved parental responsibilities to the children and this created a gap to students to experience immoral activities. In additions to this technology specifically social media were found to contribute a lot on discipline decline among students in Gasabo district. Furthermore, the study findings revealed significant relationship between parental occupations and students discipline in private secondary schools in Rwanda. As Karl Pearson product moment of correlational coefficient showed a

positive high degree of relationship between parental occupations and students discipline in private secondary school in Gasabo District Kigali-Rwanda. The study recommends students to avoid disruptive behavior because it jeopardizes their future, parents should keep in mind that they are primary role models to their children they need adequate time to be together, Governments should put in place policies that help to control student behavior.

Keywords: *Parental occupations, students' discipline and disruptive behavior*

1.1 Background of the Study

The children themselves feel good and bring happiness to their parents and the whole community when they get enough time to be with their parents. Bandura (1969) asserted that children are influenced by what they saw their parents doing, and observation has a powerful influence on behavior. He argued that parents are primary and permanent role models of their children. The changing world has brought the shift in the role of the parent in directing the development of the child. Omere (2017) reported that parenting styles and approaches have been changed and these days the parenting approach today seems more easygoing. He further revealed that when he grew up, the standard parenting approach consists of uncompromising discipline, tough love, control, instilling a sense of accountability and diligence i.e. an immense emphasis was placed on respect and tradition. Velly (2012) stated that a child's capability to succeed in school depends on how successfully the child is managed by his/her parent in the family environment. It is an environment where the child learns the basic skills, attitude and behavior that will mold them into productive and successful members of the community. Sheldon and Epstein (2005) confirmed that parental involvement in elementary education contributed to effective schooling of the children. In similar ways Fan and Chen, (2001); Hill and Tyson (2009), reported that parental engagement in students' education help to control students' behaviors. School intervention studies showed that efforts to improve students' outcomes can be more effective when the family is involved (Brown *et al.*, 2011). Njoya (1980) the parent

mediates security, health, justice, order, knowledge, affection and peace”. Shaw (2005) observed that the parenting trends that had evolved over the last 30 years promoted the development of unattached, uncommunicative, learning-impaired and uncontrollable children although there continued to grow economically a need for more income to bring up a family, the idea of two working parents had a downside to it (Shaw,2005). Saifullah (2011) pointed out that parents’ occupation significantly influences students’ achievement. Disruptive behavior in learning institution is when learners are uncooperative and prevents themselves and other children in class from working (cooper, 1996). Disruptive learners grab teachers’ attention and prevent teachers from giving attention to the other learners. It is also described as an emotional behavioral problem that disturbs teachers and other pupils Charlton & David (1993). Garner and Hill (1995) conducted a study on effects of disruptive behavior on students. The study findings revealed that disruptive behaviors prevent children’ participation in educational activities, isolates them from their peers, reduce opportunities for involvement in ordinary community activities, makes future placement difficult and places other children and staff in physical danger.

1.2 Statement of the Problem

According to Banduras’ social learning theory (1971), it is through imitation, interaction and collaboration with parents and other members of the society that children acquire behavior, norms, culture, customs and taboos that guide, protect and control society. This means that new born learn through imitation and observations by considering the apparent consequences experienced by those people, rehearsing (at first mentally) what might happen in their own lives if they followed the other peoples’ behavior, taking action by trying the behavior themselves, comparing their experiences with what happened to the other people, confirming their belief in the new behavior. Parents play an important role in the socialization process of young people from there, they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003).However, economic globalization and competitions have caused many parents to be overtime

workers and lost their potential time to be with their children for socialization process. Modernization, which Roger (1969) 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” had seen the involvement of parents in situations where they had to work long hours in order to maintain their families. This led to other challenges like leaving their children in the care of house helpers and housemaid. Other times, the older child; the adolescent was left to his or her own electronic devices which often resulted in collision with the school and societal authority because of the violation of norms and regulations of the society. Discipline masters, teachers and head teachers are now reporting a wide range of disruptive behaviors in classrooms and around the schools (MINEDUC, 2016). A lot of students are seen loitering in the streets, cinema halls, and in other places in school uniforms during class hours. Truancy, Classroom attendances, attention spans, dressing styles and dozing in classroom among students have created a great concern to teachers, head teachers as well as to any other educational stakeholders wondering reasons behind the decline and crisis in students discipline in Rwanda. Since there was no literature in Rwanda to explain this crisis, there was a need to carry this study.

1.3 Research Objectives

- i. To determine the various types of disruptive behaviors among students in private secondary schools in Gasabo District Kigali-Rwanda.
- ii. To examine parental occupations and their influences on students discipline in private secondary schools in Gasabo district Kigali-Rwanda.
- iii. To establish relationship between parental occupations and students’ discipline in private secondary schools in Gasabo district Kigali- Rwanda.

1.4 Research Questions

- i. What are the various types of disruptive behaviors among private secondary school students in Gasabo district in Kigali- Rwanda?
- ii. What are the parental occupations and their influences on students discipline in private secondary schools in Gasabo district Kigali-Rwanda?
- iii. To what extent do parental occupations correlate with students discipline in private secondary schools in Gasabo District Kigali-Rwanda?

2.0 Literature Review

2.1 Empirical Review

2.1.1 Students Discipline

Discipline is defined as management actions that enforce organizational standards (Simatwa, 2013). Simatwa described discipline as a set of standards or code of behavior to which teachers, students and non-teaching staffs within an institution must adhere to. Discipline was used to mean moral capacity or disposition which is ingrained into the human personality that became powerful habit for self -control (Mbiti, 2007). Discipline is a set of procedures designed to eliminating behaviors that compete with effective learning (Mwangi, 2006). It helps students to do those necessary activities in order to increase their studies while limiting those behaviors that are self- defeating. Learners need discipline for positive development and for adequate educational progress and without discipline effective and efficiency learning can't occur (Charles, 2002). Furthermore, discipline refers to having appropriate behaviors which conform to the organizational rules and regulations on the other hand students discipline means having behaviors accepted by school code of conduct.

2.1.2 Role and process of discipline

Disciplining children is about shaping their behavior (Max, 2011). Max said that discipline means to instruct and train a person in particular code of conduct. It is the systematic process of teaching and nurturing children to prepare them to achieve

competency, self- control, self -directions and caring for others. In this case, discipline is used as mechanism to raise and instruct a child. It is the process that prepare us to live adequately in the family, community and society where we are apart. Discipline is the act of changing and shaping behaviors of individuals in a desired way in order to be useful personnel to the society where hex she is a member.

According to max, (2011) there are five basic guide lines to follow when discipline children:

Setting rules to guide behavior.

Appropriate behavior should be encouraged.

Inappropriate behavior should be discouraged.

Parents should set up right learning environment for discipline.

Parents are examples i.e. parents are the role model to their children.

Njoya (1980), the parent mediates security, health, justice, order, knowledge, affection and peace". Shaw (2005) observed that the parenting trends that had evolved over the last 30 years promoted the development of unattached, uncommunicative, learning-impaired and uncontrollable children although there continued to grow economically a need for more income to bring up a family, the idea of two working parents had a downside to it (Shaw, 2005). Saifullah (2011) pointed out that parents' occupation significantly influences students' achievement.

2.1.3 Parental Occupation

Marot (2004) Occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The job considers as high status in classification provides more

challenging works, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy. Gachathi (1976) indicated that occupational prestige is a component of socioeconomic status encompasses both income and educational attainment. To him, occupational status reflects the educational attainment required to obtain a job and income levels. When parents have a better occupation, they make adequate provision for their children education. They provide economic, social, psychological and emotional support to their children, and this would make it possible for the children to perform well in their educational attainment. Bandura (1981) asserted that children were influenced by what they saw their parents doing, since observation was a powerful influence on behavior. He argued that parents were permanent models of 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 (1969) 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” had seen the involvement of parents in situations where they had to work long hours in order to maintain their families. This led to other changes like leaving the children in the care of house helps. Other times, the older child; the adolescent was left to his or her own devices which often resulted in collision with the school and societal authority. The blame, to a large extent fell on the parent rather than the child because it was from the parent that the child learnt.

2.2 Theoretical framework

This study was conducted under the assumptions of social leaning theory and in accordance with classical learning theories (conditioning and operant).

2.2.1 Classical Conditioning Theory

Classical conditioning theory was developed by Russian psychologist Ivan Pavlov (1936). This theory is based on the belief that behavior can be controlled and that human beings can be made to do things without being aware of them. Pavlov

conditioned a dog to salivate at the sound of a bell hence the environment can be manipulated to produce desired behavior. Researcher used this theory under an assumption saying that presents can shape children behaviors. Handling students discipline problems the student can be conditioned to produce desired results through the mechanism created by the parents in close collaboration with teachers. Conditioning theory shows that students' behavior can be dictated by the environment there they are.

2.2.2 Operant Conditioning Theory

Operant conditioning theory was proposed by Skinner (1936). This theory is based on the on assumption saying that rewards and punishment make people behave in certain ways. He speaks about reinforcement which can either be positive or negative. Positive reinforcement aims to increase the frequency of a response by filling it with a favorable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards. Operant theory shows us that presence of the parents can play significant influence on students' behavior. Parents and children interaction help parents to discover good behavior among children for reinforcement and bad ones for discouragement.

2.2.3 Social Learning Theory

Bandura (1977) developed a theory and call it Social Learning Theory (SLT). The SLT postulated that people are capable of learning vicariously by observing the behavior of others as well as its consequences and by imitating that behavior. The key aspects of the social learning theory include observing, retaining, motivation and imitation. Here learning is a process. It recognizes the role of cognition and feelings in influencing behavior especially parental occupations and how it leads a person to produce maladaptive behavior (Bandura, 1977).

Indiscipline is often a product of social system and what parents did, and the time they are spending with their children plays a big role in behavior formation within students in primary and secondary schools. At the center of the cognitive behavioral theory is

the concept that events do not force people to have emotional behavioral reactions. It is the interpretation of thoughts and events that precipitates emotional and behavioral reactions. Ellis (2001) argued that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. This can be applied by parents at home to suggest rules and regulations that can promote a culture of good discipline in the society.

2.3 Conceptual framework

Conceptual framework is a diagrammatical representation that shows relationship between dependent and independent variables (Orodho, 2004). Figure1 depicts the conceptual framework.

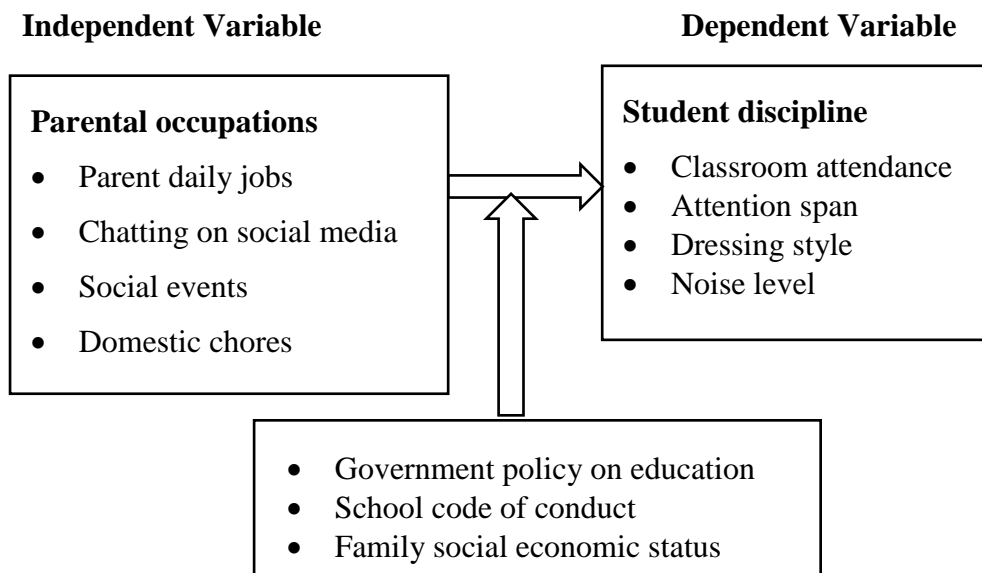


Figure 1: Conceptual Framework

3.0 Research Methodology

This study employed correlational research design. The rational for using correlation research design is that, it helps to establish relationship between two or more variables in the study. Since this study aimed to establish relationship between parental occupations and students discipline in private secondary schools in Rwanda. There was a need to use correlation design and it worked better. The study targeted 565 people including students, TPA committee members, head teachers and deputy head teachers in charge of discipline. Simple random, purposive and stratified sampling techniques together with solvin's sampling formula were used to select the sample of 235 respondents to participate in the study. Questionnaires, interview guide and observation were used to collect data. Descriptive, inferential and thematic approach was used as data analysis techniques. Table, figures and textual models were used as data findings presentation techniques.

4.0 Findings of the Study

4.1 Descriptive Statistics

Table 1 present the findings given by the students showing common disruptive behavior among students in private secondary schools in Gasabo district Kigali-Rwanda.

Table 1: Findings from students showing common disruptive behavior among private secondary students in Gasabo district- Rwanda

Statements	SDA		DA		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Some students in your school take drugs such as beer, and smoking,	0	0	2	1.4	30	22.4	50	37.3	52	38.8
Some students in private secondary school, mis use school tools and materials.	12	8.9	15	11.2	44	32.8	60	44.8	3	2.2
There is a high complain about dressing styles among students in private secondary schools.	4	2.9	0	0	18	13.4	20	14.9	92	68.6
There is a higher rate of truancy among students in private secondary schools.	0	0	0	0	25	18.6	68	50.7	41	30.6
Some student mis use school materials of their classmates.	0	0	0	0	30	22.4	80	59.7	24	17.9
Average	3	2.2	4	2.8	15	13.1	57	41.7	55	40.2

From Table 1 2(1.4) disagree, 30 22.4 were neutral 50 (37.3%) agree and 52 (%) strongly agreed that in their school students take drugs such as beer and smoking. For the second statement 12 (8.9%) strongly disagree, 15 (11.2%) disagree 44 (32.8%) were neutral 60 (44.8%) agree and 2 (2.2%) strongly agreed that students in private school misuse school tools and materials. For the third statement 4 (2.9%) strongly disagree, 18(13.4%) were neutral, 20(14.9%) agreed and 92(68.6%) strongly agreed

that there inappropriate dressing styles among students in private secondary schools in Gasabo district Kigali-Rwanda. For the fourth statement 25 (18.6%) were neutral. 68(50.7%) agreed, 41(30.6%) strongly agreed that there is a high truancy rate among students in private secondary schools in Gasabo district. For the fifth statement 30(22.4%) were neutral 80 (59.7%) agree. And 24(17.9%) strongly agreed that students misuse school materials of their classmates.

The average findings indicated that 3(2.2%) strongly disagree, 4(2.8%) disagree, 15(13.1%) were neutral, 57(41.7%) agreed and 55(40.2%) strongly agreed that there are different kinds of disruptive behavior among students in private secondary school in Gasabo district Kigali- Rwanda. This was in line with the study carried out by Simatwa (2013) showed that technology have brought new behavior among students.

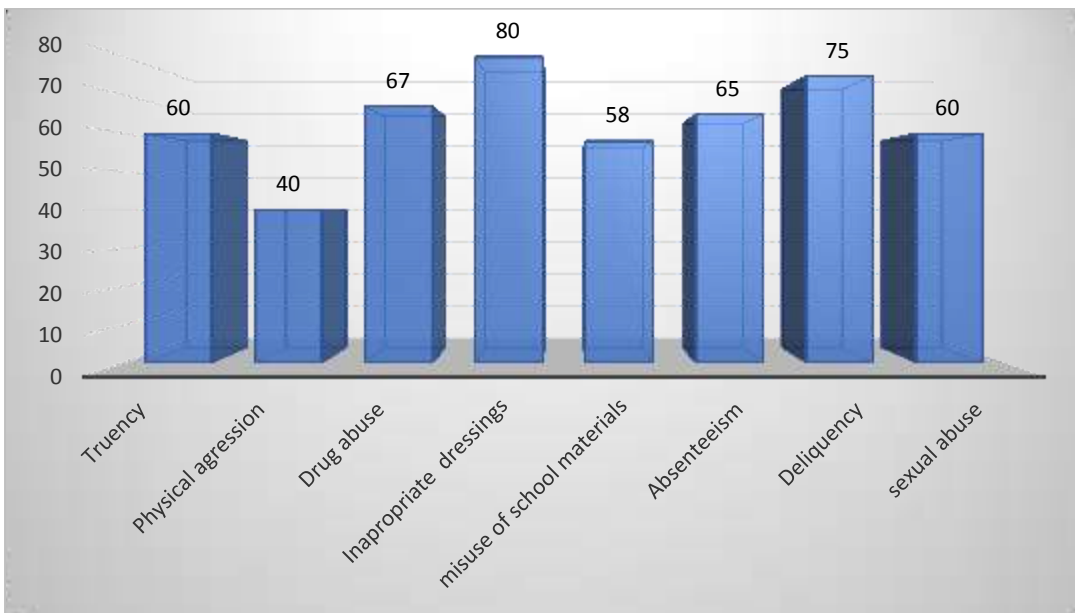


Figure 2: present findings from teachers showing disruptive behavior among students in private secondary schools in Gasabo district

Figure 2 presents answers given by teachers showing common disruptive behavior among the students in private secondary school in Gasabo District Rwanda. The majority of the respondents at 80% reported that inappropriate dressing among students is a problem. Delinquency is also a problem because 75% of the responds reported this. The 60% of the teacher revealed sexual abuse (Immorality) and truancy to be common disruptive behavior among students. Physical aggression to word others, misuse of school materials, and absenteeism were also revealed to be common disruptive behavior among the students at 40%, 58%, and 65% respectively. This was in line with the reported presented by MINEDUC (2017), showing the frequent indiscipline cases among students in Rwanda.

“Disruptive behavior among the students”

Head teachers and deputy head teacher in charge of Discipline was asked to asked to given disruptive behavior observed on their schools. A great number of them revealed that, due parental decline in parental responsibilities as well as the influence of technology some students in their schools showed unpleasant behavior. Disruptive behavior among students that majority of school managers revealed were texting on mobile phone while in classroom, immorality, chewing gum during teachers lesson delivery, coming to school with makeup, inappropriate dressing styles while at school, eating and drinking or smoking in class, throwing objects in the environment (broken papers) and shouting in classroom when the teacher is away.

Students were asked to given their view point showing the effects of parental occupations on students' discipline.

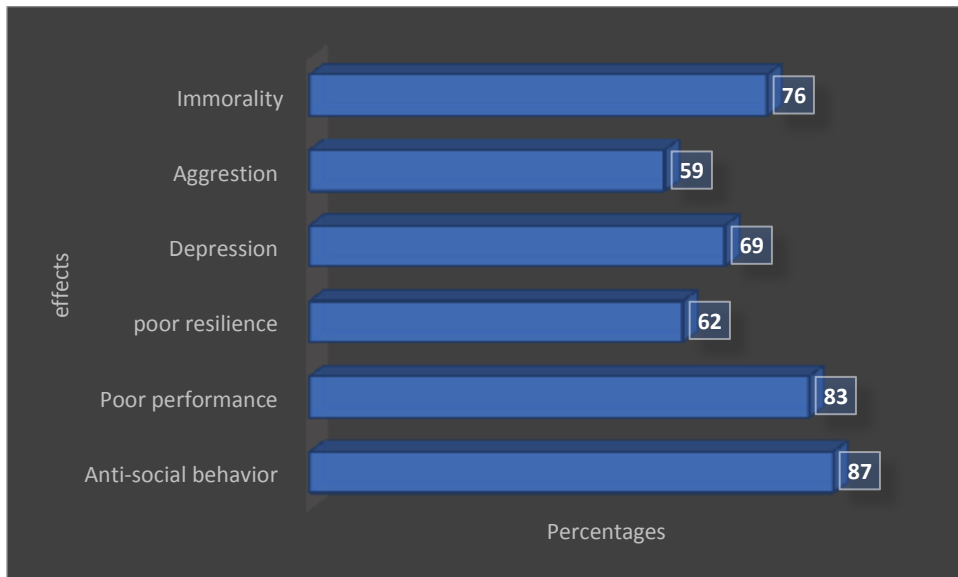


Figure 3: presents effects of parental occupations on students’ discipline

Figure 3 presents students findings showing effects of parental occupations on students’ discipline. 76% of students participated in this study revealed *immorality* among students is developed among students as results of parental decline in parental responsibilities.

69% percent reported that children are unhappy because they find themselves alone at home since technology and hard work have dropped away children to their parents.

59% of the respondents reported that students in these days have developed *aggressive behavior* as results of what they watched on films since parents are not there to tell them the reality of the films. *Poor performance*: 83% of the respondents revealed that parental occupations affect not only students’ discipline but also students’ academic

performance is also affected. ***Development of anti-social behavior:*** 87% said that children in these days are lesser controlled i.e. they have self-control, they have given opportunities to do what they wish, since they have little judgement on what is wrong or what is good, they find themselves doing and behaving in the ways that are not accepted but the society. These findings were in line with the findings of the study conducted by (Shaw, 2005), and Saifullah (2011) pointed out that parents' occupation significantly influences students' achievement.

Information showing parental occupations in Gasabo district Kigali Rwanda was collected from focus group discussion with parents

“What are the frequent parental occupation in Gasabo district” Majority of the participants revealed parental jobs (daily activities), chatting, with friends in social media such as (what's app, Instagram, Facebook, tweeter, snap chart, WeChat etc.), social events and ceremonies, domestic chores for mothers, evening of daddies, learning (eLearning and evening learning), watching films and matches were revealed as the activities that are used to make parents busy in our days. Evening of daddies is described as a practice that every evening after work men meet in public pub to share wine and ideas. The findings on this question were against the findings of study conducted by Marot (2004) and Gacharti (1976) in their time they described occupations in term of jobs whereas this study described occupations in terms of everything that makes parents busy.

Table 2: presents findings from the teachers showing effects of parental occupations on students discipline in Gasabo district Kigali Rwanda

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Student report to school late because before parents left home before they wake up.	1	0.5	3	1.5	28	14.4	30	15.5	132	68
Parents have lesser time to control dressing styles of their children because of many works.	34	17.5	0	0	61	31.4	69	35.5	30	15.4
Due to their jobs, parents do not have time to discuss with the teachers about attention span of their children during the lesson delivery.	5	2.5	18	9.3	17	8.8	38	19.6	116	59.8
Students attention span is low in classroom due to the fact that parents are not caring about them as they are busy chatting with friends on social media while they home.	0	0	0	0	3	1.5	41	21	150	77.3
Average	10	5.15	6	2.7	35	14.2	45	22.9	107	55.1

Table 2 represents findings given by teachers showing effects of parental occupations on students discipline in private secondary school in Gasabo district Kigali Rwanda. Presentation and interpretation were based on predetermined statements.

Statement one ***“students report to school late because parents left home before they wake up.”*** On the first statement 1(0.5%) strongly disagree 3 (1.5%) disagreed 28(14.4%) were neutral 30 (15.50%) agreed 132 (68%) strongly agreed that students report to school late because parents left home before they wake up.

Statement two ***“Parents have lesser time to control dressing styles of their children because of many works”*** the findings on the second statement showed that 34(17.50%) strongly disagree 0(00%) disagree, 61(31.40%) were neutral 69(35.50%) agreed 30(15.50%) strongly agree that parents have lesser time to control dressing styles of their children because of many works.

Statement three ***“due to their jobs, parents do not have adequate time to control children’s discipline”*** for the third statement findings revealed that 5(2.50%) strongly agree 18(9.30%) disagree 17(8.80%) were neutral 38 (19.60%) agreed and 116(59.80%) strongly agreed that parents don’t have adequate time to control children discipline because of their job.

Statement four ***“students attention span is low in classroom due to the fact that parents didn’t care about them as they are busy chatting with their friends on social media when they are home.”*** The findings on the fourth statement revealed that 3(1.50%) were neutral 41(21.0%) agree and 150(77.30%) strongly agreed that students attention span is low in classroom due to the fact that parents didn’t care about them as they are busy chatting with their friends on social media when they repot home after work. The findings on this section complemented the findings of the study conducted by Njoya (1980) reported that parent mediates security, health, justice, order, knowledge, affection and peace at home, and require routine and consistence interaction of parents and teachers. This evidently, tells us that once parents and child interaction reduce child’s behavior also change.

4.2 Inferential Statistics

Table 4: Correlation Matrix

		Discipline	Areas
Discipline	Pearson Correlation	1	.306
	Sig. (2-tailed)		.041
	N	134	134
Areas	Pearson Correlation	.306	1
	Sig. (2-tailed)	.041	
	N	134	194

*. *Correlation is significant at the 0.05 level (2-tailed).*

The table 4 presents findings given by students showing relationship between parental occupations and students discipline in private secondary schools in Gasabo district, computed test showed that there is a significant relationship between parental occupations and students discipline in private secondary schools in Gasabo district Kigali Rwanda due to the fact that P-value was 0.041 where, following the rule that if P-value is less than 0.05 then, it is significant. It was also found weak positive degree of relationship between parental occupations and students discipline in private secondary schools of Rwanda as the Karl Pearson product moment correlational coefficient (r) was 0.306.

Table 5: Correlation Matrix

		Discipline	Areas
Discipline	Pearson Correlation	1	.601
	Sig. (2-tailed)		.004
	N	101	101
Areas	Pearson Correlation	.601	1
	Sig. (2-tailed)	.004	
	N	101	101

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 presents findings given by teachers to show relationship between parental occupations and students discipline in private secondary schools in Gasabo district Rwanda. The findings also revealed significant relationship between parental occupations and students' discipline in private secondary schools in Gasabo district Rwanda as the P-value computed was 0.004 basing on the rule saying that if P-value is less than 0.05 it is significant. Furthermore, the findings showed high positive degree of relationship between parental occupations and students' discipline in private secondary schools in Gasabo District due to the fact that Karl Pearson product moment of correlational coefficient (r) was 0.601. This findings collaborate with the findings of the study conducted Saifullah (2011) pointed out that parental occupations significantly influence students achievement.

5.0 Conclusion

Based on the findings of this study it was concluded that truancy, physical aggression, inappropriate dressings, misuse of school materials, absenteeism, drug abuse, lack of self-respect, disobedience and delinquency were found to be the common disruptive behaviors among students in private secondary schools in Rwanda. It also concluded

that parental jobs (daily activities), chatting with friends in social media such as (what's app, Instagram, Facebook, tweeter, snap chart, WeChat etc.), domestic chores for mothers, evening of daddies, watching films and matches, social events and ceremony, and leanings (eLearning and evening leaning) were revealed as the activities that are making parents in our days more busy and as results interactions between parents and children were significantly reduced. Furthermore, Immorality, aggressive behaviors, depression, poor resilience, poor academic performance, and development of anti-socio-cultural behavior among students were found to be the effects of parental busyness on students' discipline.

Last but not the least, the study findings concluded that there is a significant positive degree of relationship between parental occupations and students discipline in private secondary schools in Rwanda.

6.0 Recommendation

Parents should work but after working they should plan regular time to be with their children in to be able control children behaviors, to solve occurred problems and to provide advice and guidance to the children. Parents should regularly attend school meeting when informed. Parents should regularly discuss with teachers about students discipline both at home and at school. Moreover, they should also discuss with their children the negative effects of disruptive behavior such as delinquency, sexual abuse, drug abuse etc. on their future life.

Students should avoid disruptive behavior, Students should avoid bad friends, they should also unfollow anti-socio-cultural TV channels and websites. In addition, students should keep in mind that drug abuse cause death, destroy brain, and cause lungs cancer. Furthermore, students should know that respect to one other is the foundation of Rwanda's culture.

Government should put in place strategies to ensure that students get good behaviors in schools and out of the school. It should trainee school leaders about management

strategies of student's behavior. Government should enforce training and rehabilitation center for youths and students with several disruptive behaviors.

6.1 Suggestion for further studies

Basing on the findings I have got from respondents I can encourage others researchers to evaluate contribution of technological factors such as mass media, social media on students' indiscipline in Rwandan schools. This study focused on private secondary schools in Gasabo district, similar study is need in the other part of Rwanda, and the world as well.

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