# Practicality of the Parent-Teacher Conference Strategy in Moulding Students' Discipline in Public Secondary Schools in Morogoro Region, Tanzania

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**Abstract**
This study examined the practicality of parental engagement strategies used by Heads of public secondary schools in moulding students' discipline in Morogoro Region, Tanzania. Guided by five research questions and Assertive Discipline Theory (Canter & Canter, 1976), the study adopted a convergent mixed-methods design. The target population comprised 53,119 individuals from 232 schools, with a sample of 519 respondents, including Heads of School, Discipline Teachers, Class Teachers, students, and parents. Census, purposive, and stratified random sampling techniques were employed. Data were collected through questionnaires, interviews, and document analysis, validated by three experts from MWECAU. Reliability coefficients ranged from 0.704 to 0.802, while trustworthiness was ensured through triangulation and peer review. Quantitative data were analyzed using SPSS version 27 and ANOVA, whereas qualitative data were analyzed thematically using ATLAS.ti. Findings indicated a moderate level of practicality of parental engagement strategies, with parent-teacher collaboration being the most practical. The study recommends strengthening school-parent partnerships, communication, and guidance and counselling services to improve students' discipline.

**Keywords**: Parent-Teacher Conference Strategy, Students' Discipline, Practicality, Public Secondary Schools, Morogoro Region, Tanzania

## 1. Introduction

Global Perspective

Student discipline is globally recognized as fundamental to effective learning, learner wellbeing, and school stability. Contemporary education systems advocate positive disciplinary approaches that emphasize self-regulation, guidance, counselling, and parental involvement rather than punitive measures (OECD, 2023; UNESCO, 2024; UNICEF, 2022). Nevertheless, indiscipline remains prevalent, raising concerns about the practicality of parental engagement strategies in achieving sustainable behavioural change. In many Asian countries, urbanization, academic pressure, and changing family structures have contributed to growing disciplinary challenges among secondary school students (UNESCO, 2022; Utami, 2022; Zhang & Chen, 2025). In response, schools have strengthened parental engagement through structured communication systems, meetings, and collaborative mechanisms. However, empirical evidence on the practical implementation of these strategies to improve students' behaviour remains limited.

African Perspective

Across Africa, discipline management is constrained by large class sizes, inadequate resources, limited counselling services, and socio-economic challenges (World Bank, 2022). Although policy frameworks promote parental involvement and positive discipline, implementation remains inconsistent, and punitive approaches continue to dominate in some contexts (Global Initiative to End All Corporal Punishment of Children, 2023). Similar challenges have been reported in Uganda, Kenya, and Ghana, where parental participation is often limited and context dependent (Mugumya et al., 2023; Kamau & Mutua, 2022; Ntim & Owusu, 2021).

Tanzanian Perspective

In Tanzania, policy frameworks advocate parental engagement, guidance, and counselling, as well as shared responsibility in promoting students' discipline (URT, 2007; URT, 2022; URT, 2023). Existing studies indicate that parent-teacher collaboration, supportive strategies, corrective measures, conferences, and counselling positively influence students' behaviour (Adam, 2022; M'muyuri, 2021; Ntebi & Mbennah, 2021; Mwalukisa & Mwila, 2025). However, their practical implementation remains uneven, particularly in Morogoro Region, where student indiscipline continues to increase despite existing interventions (BEST, 2025).

## 2. Statement of the Problem

The persistent increase in student indiscipline continues to threaten the achievement of quality education in Tanzania's public secondary schools. Student discipline is essential for maintaining a safe and conducive learning environment, promoting academic achievement, and supporting students' social and moral development. Student indiscipline remains a major challenge in Tanzanian public secondary schools despite policy frameworks promoting parental involvement in discipline management (URT, 2007; URT, 2022; URT, 2023). In Morogoro Region, reported cases of indiscipline increased from 5.78% in 2021 to

approximately 10.80% in 2025 (BEST, 2025). Previous studies indicate that parent-teacher conference strategies are constrained by low parental attendance, irregular participation, weak communication mechanisms, inadequate follow-up, and contextual challenges that limit their effectiveness in promoting students' discipline (Munthe & Westergård, 2023; Kausar, 2024; Mollo et al., 2024; Kamara & Koroma, 2022; Fu & Lee, 2025). These challenges threaten students' academic achievement, school safety, and social development. Therefore, this study investigated the practicality of parent-teacher conference strategies used by Heads of School in moulding students' discipline in public secondary schools in Morogoro Region, Tanzania.

## 3. Research Questions

The following research question guided this study:

- To what extent do Heads of Public Secondary Schools use the parent-teacher conference strategy practical in moulding students' discipline in public secondary schools in Morogoro Region?

## 4. Significance of the Study

This study addresses the gap between policy expectations and the actual practice of parental collaboration in managing student discipline in Tanzanian public secondary schools, particularly in the Morogoro Region. Its findings will provide empirical evidence to policymakers, Heads of Schools, teachers, parents, and School Boards to strengthen policy implementation, leadership practices, and shared responsibility in discipline management. The study also contributes to scholarly knowledge by extending the application of Assertive Discipline Theory and providing context-specific evidence on parental engagement strategies that enhance students' behavioural development, self-regulation, and school climate.

## 5. Theoretical Framework

Assertive Discipline Theory, developed by Canter and Canter (1976) posits that effective student discipline is achieved through clear behavioural expectations, consistent rule enforcement, and shared responsibility among teachers, parents, school leaders, and students. The theory informs this study through five parental engagement strategies, namely parent-teacher collaboration, supportive strategies, corrective strategies, parent-teacher conferences, and guidance and counselling. It emphasizes positive reinforcement, continuous communication, and collaborative interventions to promote responsible behaviour and self-discipline (Epstein, 2011; Luwumba et al., 2022; Mwanyasi & Pembe, 2023; Mwalukisa & Mwila, 2025). Therefore, the theory provides an appropriate framework for examining the practicality of parental engagement strategies in moulding students' discipline in public secondary schools.

## 6. Review of Empirical Studies

The review of empirical studies on the theme aims to examine the practicality of the parent-teacher conferences in moulding students' discipline in public secondary schools. The

researcher utilized a scoping literature review to provide a comprehensive overview of existing studies.

### 6.1 Parent-Teacher Conferences in Moulding Students' Discipline in Public Secondary Schools

Parent-teacher conferences are among the most widely used strategies for parental engagement in schools. These conferences provide formal opportunities for parents and teachers to exchange information regarding students' academic performance, behaviour, attendance, social adjustment, and disciplinary concerns. Beyond facilitating communication, parent-teacher conferences enable schools and families to develop shared understandings of students' behavioural challenges and collaboratively formulate intervention strategies. Consequently, effective parent-teacher conferences have the potential to strengthen parental participation, improve behavioural monitoring, and enhance students' discipline.

Fu and Lee (2025) examined the relationship between parental attendance at parent-teacher conferences and students' behavioural and academic outcomes during early adolescence in the United States. Using a longitudinal design, the study found that regular parental attendance at conferences was associated with improved student engagement, stronger school connectedness, and better behavioural adjustment. These findings suggest that parent-teacher conferences provide an important platform for strengthening parental involvement and promoting positive behavioural outcomes. However, the study focused primarily on participation rates and student outcomes rather than on how parent-teacher conferences are practically organized and used as discipline management strategies. Furthermore, the study focused on early adolescence, which limits direct applicability to public secondary school contexts. Consequently, important questions regarding the operational dimensions of parent-teacher conferences remain unanswered.

Munthe and Westergård (2023) studied parent-teacher conferences in Norway. The objectives were to provide an overview of what characterizes research on Parent-Teacher Conferences (PTCs) and to contribute to understanding the roles of parents, teachers, and students during PTCs. These results have implications for the development of teachers' communicative competence, home-school collaboration, and the emphasis on PTCs in teacher education. While the study identifies roles, it lacks a deeper exploration of how they interact and influence one another, and it does not fully address how contextual factors shape the identified roles. The study mainly focused on academic performance rather than on the role of parent-teacher conferences in moulding students' discipline. It relied solely on quantitative data collected from parents, thereby limiting a broader understanding of the views and experiences of other educational stakeholders, such as teachers and school leaders. Therefore, while the study contributes to understanding the value of parent-teacher meetings, it provides limited evidence on how parent-teacher conference strategies are practically used to mould students' discipline in public secondary schools, which is the focus of the current study.

Kausar (2024) examined parents' and teachers' meetings and students' performance from teachers' perceptions in Pakistan, using a quantitative survey with a sample of 250 parents.

The study revealed a strong positive correlation between the frequency of Parent-Teacher Meetings (PTMs) and students' academic performance, and found that the quality of communication during PTMs significantly influenced student motivation, class participation, grades, attendance, and classroom management. However, the study primarily employed quantitative methods, which may overlook the experiences and perspectives of parents and teachers. To address this gap, the current study added a document analysis guide to verify practices through school records and focused on parent-teacher conferences in moulding students' discipline using a convergent mixed-methods approach with triangulation.

Mollo et al. (2024) examined the role of parents in addressing children's disciplinary problems at school, collecting questionnaire data from 212 parents in the North West Province and 236 in Mpumalanga Province, South Africa. The findings revealed changing gender norms, particularly an increase in male participation in addressing children's disciplinary matters, and underscored the importance of considering these dynamics when developing effective participation strategies. This study is relevant because it highlights parents' contributions to addressing students' disciplinary challenges; even so, it relied mainly on quantitative questionnaire data and focused broadly on parental roles in discipline rather than on specific parent-related corrective strategies used in collaboration with schools, leaving limited evidence on how parent-teacher conference strategies are practically used in public secondary schools.

Kamara and Koroma (2022) examined the role of the Parents and Teachers Association (PTA) in enhancing discipline in public secondary schools in Makeni City, Northern Sierra Leone, using a descriptive survey design with school administrators, teachers, parents, and students. The findings revealed that PTA meetings, parent-teacher consultations, parental participation in disciplinary matters, and regular school-family communication contributed to improved student discipline, enabling schools and parents to address behavioural problems and reinforce school rules jointly. Nevertheless, the study focused mainly on the general role of PTA structures rather than specifically on parent-teacher meeting strategies as a distinct disciplinary approach. It provided limited explanation of how Heads of School practically organize, coordinate, implement, and sustain such meetings. Since the study was conducted in Sierra Leone, its findings may also not fully reflect the realities of Tanzanian public secondary schools, which justified the present study.

Nsabimana and colleagues (2025) investigated the influence of school-community collaboration on students' discipline management in selected secondary schools in Gakenke District, Rwanda, focusing on collaboration between schools, parents, and the wider community. The findings indicated that regular collaboration and communication between schools and parents contributed positively to discipline management. Nevertheless, the study focused broadly on school-community collaboration rather than specifically on parent-teacher conference strategies, and did not adequately involve discipline teachers, class teachers, and parents as separate respondent categories. Since it was conducted in Rwanda, its findings

may not fully reflect Tanzanian realities, leaving conceptual and population gaps that the present study seeks to address.

Barongo et al. (2024) examined how students, teachers, and parents understood the concepts of violence and discipline in the Nyarugusu Refugee Camp in Tanzania, as part of a broader trial testing the EmpaTeach intervention against teacher violence in 27 camp schools. Drawing on 14 in-depth interviews and six focus group discussions analyzed thematically, the study found that discipline was generally understood in terms of the intention behind actions and often perceived as corrective measures addressing misbehaviour. This is relevant because it offers insight into how stakeholders conceptualize discipline, but it emphasized meanings and perceptions of discipline within a refugee camp context rather than the use of parent-related strategies to mould discipline in public secondary schools generally, leaving limited evidence on the application of parent-teacher conference strategies, which is the concern of the current study.

### 6.2 Research Gap

Previous studies have shown that parent-teacher conferences enhance communication, parental participation, and students' discipline. However, most studies focused on academic outcomes, parental involvement, or school-community collaboration rather than the practicality of parent-teacher conference strategies in discipline management. Methodological, population, and contextual gaps also exist because many studies relied on single approaches and were conducted outside Tanzanian public secondary schools. Therefore, the current study examined the practicality of parent-teacher conference strategies in moulding students' discipline in public secondary schools in Morogoro Region, Tanzania.

## 7. Research Methodology

This study adopted a convergent mixed-methods design in which quantitative and qualitative data were collected concurrently, analysed separately, and integrated during interpretation (Creswell & Creswell, 2023). The target population comprised 47,032 individuals from 223 public secondary schools across eight districts, including school heads, class teachers, discipline teachers, parents, and students. A sample of 667 respondents was obtained using both probability and non-probability sampling techniques. Twenty-three schools were selected through proportional stratified random sampling, while heads of schools and parents were selected through criterion sampling. Discipline teachers, class teachers, and students were selected using stratified random sampling. Data were collected using questionnaires, interview guides, and document analysis guides, and three experts from Mwenge Catholic University confirmed their validity.

Pilot testing was conducted in four public secondary schools from two districts, involving teachers, students, school heads, and parents, and the participating schools were excluded from the main study. Cronbach's alpha coefficients of 0.929 and 0.780 were obtained for teachers' and students' questionnaires, respectively, indicating acceptable reliability (George & Mallery, 2003). Ethical clearance, informed consent, confidentiality, triangulation, and

thematic analysis procedures were observed, while quantitative data were analysed using SPSS version 27 and qualitative data were analysed using thematic analysis (Ahmed, 2024; Creswell & Creswell, 2023).

## 8. Results and Discussion

This study aimed to investigate the practicality of parental engagement collaboration strategies adopted by heads of public secondary schools in the Morogoro Region, Tanzania, in moulding students' discipline. The study used questionnaires for students, class and discipline teachers, and interview guides for heads of school and parents.

### 8.1 Practicality of the Parent-Teacher Conference Strategy in Moulding Students' Discipline in Public Secondary Schools

The research question examined the practicality of parent-teacher conference strategies for moulding students' discipline in public secondary schools. Table 1 presents the practicality of parent-teacher conference strategies adopted by Heads of Public Secondary Schools in moulding students' discipline in Morogoro Region. Overall, the findings indicate a moderate level of implementation among students, class teachers, and discipline teachers, suggesting that parent-teacher conferences are used for discipline management but are not consistently implemented or adequately followed up. Variations in respondents' perceptions suggest that although schools recognise the importance of conferences, challenges with attendance, communication, and follow-up continue to affect their effectiveness.

**Table 1**

Students, Class Teachers, and Discipline Teachers' Responses on Practicality of Parent-Teacher Conference Strategies Used by Heads of Secondary Schools in Moulding Students' Discipline in Morogoro Region (n = 361, 40, and 41)

| Statement | | VLE | | LE | | ME | | HE | | VHE | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % | |
| i. Parents and teachers conduct a meeting to address discipline issues | ST | 16 | 4.4 | 22 | 6.1 | 33 | 9.1 | 121 | 33.5 | 169 | 46.8 | 4.12 |
| | CT | 4 | 10 | 6 | 15 | 10 | 25 | 11 | 27.5 | 9 | 22.5 | 3.38 |
| | DT | 3 | 7.3 | 6 | 14.6 | 16 | 39 | 9 | 22 | 7 | 17.1 | 3.27 |
| ii. Conferences held by parents and teachers help in tracking students' behavioural progress | ST | 23 | 6.4 | 85 | 23.5 | 79 | 21.9 | 80 | 22.2 | 94 | 26 | 3.38 |
| | CT | 4 | 10 | 8 | 20 | 10 | 25 | 11 | 27.5 | 7 | 17.5 | 3.23 |
| | DT | 2 | 4.9 | 6 | 14.6 | 16 | 39 | 11 | 26.8 | 6 | 14.6 | 3.32 |
| iii. Active parental engagement in discussions helps in addressing students' behavioural concerns | ST | 14 | 3.9 | 53 | 14.7 | 161 | 44.6 | 104 | 28.8 | 29 | 8 | 3.22 |
| | CT | 3 | 7.5 | 5 | 12.5 | 15 | 37.5 | 10 | 25 | 7 | 17.5 | 3.33 |
| | DT | 4 | 9.8 | 8 | 19.5 | 13 | 31.7 | 10 | 24.4 | 6 | 14.6 | 3.15 |
| iv. Follow-up on conference resolutions ensures the implementation of agreed action plans for students' discipline | ST | 28 | 7.8 | 83 | 23 | 158 | 43.8 | 69 | 19.1 | 23 | 6.4 | 2.93 |
| | CT | 5 | 12.5 | 7 | 17.5 | 11 | 27.5 | 9 | 22.5 | 8 | 20 | 3.2 |
| | DT | 3 | 7.3 | 7 | 17.1 | 10 | 24.4 | 12 | 29.3 | 9 | 22 | 3.41 |
| v. Parent-teacher conferences | ST | 13 | 3.6 | 63 | 17.5 | 182 | 50.4 | 58 | 16.1 | 45 | 12.5 | 3.16 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| help build a common understanding of acceptable behaviour | CT | 3 | 7.5 | 6 | 15 | 10 | 25 | 12 | 30 | 9 | 22.5 | 3.45 |
| | DT | 5 | 12.2 | 6 | 14.6 | 12 | 29.3 | 10 | 24.4 | 8 | 19.5 | 3.24 |
| vi. Discipline strategies tend to be effective after being discussed with parents | ST | 22 | 6.1 | 73 | 20.2 | 120 | 33.2 | 91 | 25.2 | 55 | 15.2 | 3.23 |
| | CT | 5 | 12.5 | 6 | 15 | 13 | 32.5 | 9 | 22.5 | 7 | 17.5 | 3.18 |
| | DT | 4 | 9.8 | 6 | 14.6 | 12 | 29.3 | 10 | 24.4 | 9 | 22 | 3.34 |
| vii. Conferences encourage parental involvement in discipline matters | ST | 35 | 9.7 | 110 | 30.5 | 168 | 46.5 | 40 | 11.1 | 8 | 2.2 | 2.66 |
| | CT | 5 | 12.5 | 7 | 17.5 | 6 | 15 | 10 | 25 | 12 | 30 | 3.43 |
| | DT | 4 | 9.8 | 7 | 17.1 | 13 | 31.7 | 8 | 19.5 | 9 | 22 | 3.27 |
| viii. Joint monitoring of behaviour between parents and teachers promotes awareness of better choices in life | ST | 20 | 5.5 | 56 | 15.5 | 188 | 52.1 | 83 | 23 | 14 | 3.9 | 3.04 |
| | CT | 5 | 12.5 | 7 | 17.5 | 8 | 20 | 11 | 27.5 | 9 | 22.5 | 3.3 |
| | DT | 3 | 7.3 | 6 | 14.6 | 13 | 31.7 | 11 | 26.8 | 8 | 19.5 | 3.37 |
| ix. Teachers effectively prepare for disciplinary conferences to ensure productive discussions | ST | 27 | 7.5 | 83 | 23 | 173 | 47.9 | 67 | 18.6 | 11 | 3 | 2.87 |
| | CT | 6 | 15 | 4 | 10 | 9 | 22.5 | 14 | 35 | 7 | 17.5 | 3.3 |
| | DT | 3 | 7.3 | 5 | 12.2 | 14 | 34.1 | 12 | 29.3 | 7 | 17.1 | 3.37 |
| x. Discipline plans created during conferences are implemented effectively | ST | 20 | 5.5 | 60 | 16.6 | 170 | 47.1 | 63 | 17.5 | 48 | 13.3 | 3.16 |
| | CT | 4 | 10 | 8 | 20 | 7 | 17.5 | 11 | 27.5 | 10 | 25 | 3.38 |
| | DT | 4 | 9.8 | 7 | 17.1 | 8 | 19.5 | 13 | 31.7 | 9 | 22 | 3.39 |
| **Grand Mean for ST** | | | | | | | | | | | | **3.18** |
| **Grand Mean for CT** | | | | | | | | | | | | **3.32** |
| **Grand Mean for DT** | | | | | | | | | | | | **3.31** |

Source: Field Data (2025)

Key: 1. VLE = Very Low Extent, 2. LE = Low Extent, 3. ME = Moderate Extent, 4. HE = High Extent, 5. VHE = Very High Extent; f = Frequency, % = Percentage. As Warmbrod (2014) observed, Likert-scale responses should be combined into mean scores. A mean score of 4.30-5.00 is interpreted as a very high extent, 3.50-4.29 as high, 2.70-3.49 as moderate, 1.90-2.69 as low, and 1.00-1.89 as very low.

8.1.1 Parent-Teacher Meetings in Addressing Students' Discipline

Most students (80.3%) reported that parents and teachers conduct meetings to address discipline issues to a high extent (M = 4.12). In contrast, class teachers (M = 3.38) and discipline teachers (M = 3.27) rated this practice as moderate.

Head of School G explained, "*Parents-teacher meetings are normally held twice a year, particularly during school closing periods. Discipline matters are discussed; however, limited time and competing agenda items restrict comprehensive discussions*" (HoS G, Interview, 18th August 2025).

Similarly, Head of School C noted that although meetings strengthen transparency and coordinated discipline management, low parental attendance often limits meaningful collaboration, forcing schools to adopt alternative communication mechanisms such as WhatsApp groups.

Parents also observed that disciplinary matters often receive less attention than academic and administrative issues. Parent 07 stated that discipline discussions are frequently scheduled at the end of meetings, thereby reducing opportunities for detailed engagement. Parent 08 further acknowledged that occupational demands limit parents' participation in school meetings.

These findings suggest that parent-teacher meetings enhance communication, transparency, and shared decision-making in discipline management. Nevertheless, irregular attendance and inadequate follow-up undermine their effectiveness in addressing students' behavioural challenges.

The findings concur with Munthe and Westergård (2023), who found that parent-teacher meetings strengthen home-school collaboration and improve communication practices. The results also support Assertive Discipline Theory (Canter & Canter, 1976), which emphasises collaboration between schools and families in reinforcing behavioural expectations.

8.1.2 Active Parental Engagement in Behavioural Discussions

Most students (44.6%) reported that active parental engagement in discussions helps address behavioural concerns to a moderate extent (M = 3.22). Class teachers (M = 3.33) and discipline teachers (M = 3.15) expressed similar perceptions.

Head of School G stated: "*When parents actively engage in discussions about students' behaviour, disciplinary concerns are identified and addressed promptly. Such engagement strengthens shared strategies and enhances the practicality of corrective actions*" (HoS G, Interview, 20th August 2025).

Head of School F similarly observed that involving parents encourages closer monitoring at home and reduces the likelihood of repeated misconduct.

Parents reported that participation in discussions improves awareness of students' behavioural challenges and facilitates timely interventions. Parent 05 explained that engagement enables parents to provide closer supervision and collaborate effectively with teachers, while Parent 06 emphasised that dialogue enhances understanding of students' school experiences.

These findings indicate that parental participation promotes early intervention, coordinated support, and stronger home-school partnerships. However, the moderate ratings imply that such engagement is not consistently sustained across schools.

The findings align with Kausar (2024), who reported that parent-teacher meetings improve participation, attendance, and classroom management. The results also support Assertive Discipline Theory, which advocates cooperation between teachers and parents in reinforcing desirable behaviour.

8.1.3 Discussing Discipline Strategies with Parents

Most students (40.4%) reported that discipline strategies become more effective after discussion with parents to a moderate extent (M = 3.23). Class teachers reported a mean score of 3.18, while discipline teachers reported a mean score of 3.34.

Head of School A observed: "*Discipline strategies become more effective when discussed with parents because they understand the rationale behind disciplinary actions and support corrective measures at home. However, irregular attendance and delayed responses sometimes limit their practicality*" (HoS A, Interview, August 4, 2025).

Head of School B further explained that discussions strengthen transparency and mutual understanding, although differences in parental attitudes occasionally hinder consensus.

Parents also acknowledged that understanding disciplinary strategies enables them to reinforce school expectations at home. Nevertheless, work commitments and limited communication reduce consistent participation.

These findings demonstrate that parental consultation strengthens acceptance, consistency, and implementation of disciplinary interventions. However, inadequate participation constrains sustained behavioural support.

The findings align with those of Msacky et al. (2024), who reported that communication gaps, weak cooperation, and limited trust reduce parental involvement in discipline management. These findings also resonate with Assertive Discipline Theory, which emphasises shared understanding of behavioural expectations between schools and families.

8.1.4 Parent-Teacher Conferences and Parental Involvement

Most students (46.5%) indicated that conferences encourage parental involvement in discipline matters to a moderate extent (M = 2.66). Class teachers (M = 3.43) and discipline teachers (M = 3.27) also rated this practice at a moderate extent.

Head of School C explained: "*Parent-teacher conferences provide opportunities for open discussions about behaviour, allowing teachers and parents to examine underlying causes of misconduct and agree on corrective strategies*" (HoS C, Interview, August 5, 2025).

Head of School D further observed that conferences enhance parental awareness of disciplinary issues and increase cooperation with teachers.

Parents acknowledged that conferences help them understand students' behaviour and school expectations. However, irregular scheduling and occupational commitments often reduce attendance and limit their effectiveness.

These findings suggest that conferences provide an important platform for dialogue, awareness creation, and shared decision-making. Nevertheless, inconsistent participation constrains their contribution to strengthening discipline management.

The findings align with Mollo et al. (2024), who argued that effective parental engagement strategies should consider contextual factors that influence participation. The findings also support Assertive Discipline Theory (Canter & Canter, 1976), which emphasises collaboration and shared responsibility in promoting students' discipline.

#### 8.1.5 Overall Discussion

Overall, parent-teacher conference strategies were implemented to a moderate extent in public secondary schools. Meetings, behavioural discussions, consultation on discipline strategies, and conferences contribute positively to discipline management by enhancing communication, collaboration, and parental awareness. However, low attendance, competing responsibilities, inconsistent communication, and inadequate follow-up continue to limit their practicality and sustainability in moulding students' discipline.

## 9. Conclusion

The study concludes that the practicality of parent-teacher conference strategies adopted by Heads of secondary schools in moulding students' discipline is moderate. This is reflected through meetings between parents and teachers, active parental engagement in behavioural discussions, consultations on disciplinary strategies, and conferences that facilitate communication, transparency, and shared responsibility in discipline management. However, the implementation of these strategies remains inconsistent due to irregular parental attendance, competing occupational responsibilities, limited time allocated to discipline-related discussions, and inadequate follow-up mechanisms. This suggests that although parent-teacher conferences provide an important platform for collaboration in managing students' discipline, their effectiveness depends on strengthening parental participation, regular communication, and sustained engagement between schools and families.

## 10. Recommendations

Based on the findings of the study, the following recommendations are proposed:

- Strengthening Parent-Teacher Conferences: Heads of secondary schools should institutionalise regular parent-teacher conferences with adequate time dedicated to discussing students' behavioural concerns, disciplinary interventions, and progress monitoring to enhance collaborative discipline management.
- Enhancing Parental Participation: Schools should adopt flexible meeting schedules, utilise digital communication platforms such as WhatsApp groups and mobile messaging services, and conduct sensitisation programmes to encourage consistent parental attendance and participation in discipline-related activities.
- Improving Follow-up Mechanisms: School administrators should establish systematic follow-up procedures, including regular feedback sessions, behavioural progress reports, and continuous communication channels, to ensure that agreed disciplinary interventions are effectively implemented both at school and at home.

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