

**INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON STUDENTS'
DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOL IN DADAAB SUB-COUNTY,
GARISSA COUNTY, KENYA.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT AND CURRICULUM STUDIES IN THE SCHOOL
OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER OF EDUCATION OF MOUNT
KENYA UNIVERSITY.**

JUNE 2025

DECLARATION AND APPROVAL

Declaration

I declare that this project is my original work and has not been submitted for academic credit at any other university or institution.

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Approval

This project is being submitted for examination with our approval as university supervisor.

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Signature.......... Date: **05/6/2025**.....

DEDICATION

This project is a testament to a journey shared not just with myself, but with the unwavering support of my family. To them, I dedicate this work, a heartfelt expression of gratitude for the unwavering strength they provided throughout this period of study.



ACKNOWLEDGEMENTS

The successful development of this project owes a debt of gratitude to several individuals who provided invaluable assistance. Dr. Ronald Kikechi's coordination and guidance were instrumental in shaping this project. I would also like to express my sincere appreciation to my lectures from the Department of Education Management and Curriculum Studies, for their ongoing support and coordination throughout this initiative. Lastly, I acknowledge the Board of Management (BOM) for their role in facilitating this project.



ABSTRACTS

The Influence of Board of Management Practices on Students' Discipline in Public Day Secondary Schools in Dadaab Sub-County, Garissa County, Kenya, investigates the ways in which specific Board of Management (BOM) practices impact student discipline in public day secondary schools. Given that discipline is essential for maintaining a conducive learning environment and ensuring academic success, examining the BOM's role in managing discipline is particularly significant in resource-constrained settings like Dadaab Sub-County. This study, employing a descriptive survey research design, aims to capture the prevailing practices and their effects on discipline to provide practical, evidence-based insights. The research targets six public day secondary schools, carefully chosen from a pool of twelve schools within Dadaab Sub-County to represent the region varied educational settings. This selection enhances the study generalizability to similar contexts, allowing for findings that inform broader policy and practice improvements across schools in similar settings. Key stakeholders, such as principals, BOM chairpersons and student leaders, form the sample, yielding a total sample size of 102(50%Female) participants from an overall population of 204. By employing purposive sampling, the study ensures that the perspectives of individuals directly engaged in school governance and student leadership are thoroughly represented. Specifically, the study involves 12(30%Female) principals and teachers, 42(50%Female) BOM members, and 48 student leaders, each offering unique insights into the role of BOM in managing discipline within their schools. Data collection was focused on core BOM practices hypothesized to impact student discipline, including reward systems for good behavior, motivational forums to encourage positive conduct, facilitation of guidance and counseling services, and involvement in decision-making processes. The findings revealed that reward systems positively impacted student behavior, but their effectiveness was hindered by inconsistent implementation and perceptions of unfairness. Motivational forums also had a substantial influence, improving student behavior and encouraging goal setting, though their impact was limited by irregular scheduling and lack of interactive elements. Guidance and counseling services played a crucial role in addressing behavioral issues, but accessibility was hindered by resource constraints. Additionally, active BoM involvement in decision-making fostered fair and predictable disciplinary environments, though student input in these decisions was insufficient. The study concluded that reward systems could be more effective with clearer and more consistent application. Motivational forums would benefit from greater frequency and interactivity, and counseling services required enhanced infrastructure and professional support. BoM's decision-making involvement contributed significantly to discipline, but student participation in governance needed to be improved to increase ownership and engagement. Based on these findings, the study recommends establishing standardized criteria for rewards, increasing the frequency and diversity of motivational forums, improving counseling resources, and enhancing student representation in decision-making processes. These steps would enhance the overall effectiveness of BoM practices in promoting positive student discipline.

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LIST OF ACRONYMS

BOM	Board of Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
U.S.A.	United States of America
MOEST	Ministry of Education, Science and Technology
DEO	District Education Officer
NACOSTI	National Commission for Science, Technology & Innovation
ERC	Ethics Review Committee



CHAPTER ONE

1.1 INTRODUCTION

This is an introductory chapter of this project which intends to find out the influence of board of management practices on students' discipline in public day secondary school in Dadaab Sub-County, Garissa County, Kenya. It comprised the following sub-topics; background information of the study, statement of the problem, significance of the study, objectives of the study, purpose of the study/significance, research questions, scope of the study, study limitations and delimitations, assumptions, and operational definition of terms.

1.2 Background of the study

Maintaining student discipline has been a growing concern in secondary schools globally, with increasing evidence that indiscipline undermines teaching, learning, and overall student achievement. In the United States, student behavior problems remained a major issue in public education systems. According to the American School Board Association (2024), between 2021 and 2024, 37% of all disciplinary cases handled by local boards of education involved students possessing weapons, firearms, or explosive devices. These infractions, along with increased instances of bullying and drug use, significantly disrupted school operations, requiring enhanced intervention by school boards, administrators, and security personnel.

In the United Kingdom, concerns over student discipline have also intensified in recent years. Ofsted (2023) reported a notable rise in school suspensions and permanent exclusions, particularly in urban and underprivileged areas. Disruptive classroom behavior, defiance, and violence towards staff were cited as major contributors. Efforts by school governing bodies to implement restorative justice models and strengthen pastoral care have shown mixed results, with inconsistent policy implementation across schools continuing to limit overall effectiveness in addressing discipline.

Australia similarly faced growing disciplinary challenges in secondary education. A report by the New South Wales Department of Education (2023) indicated that behavioral incidents in schools had increased by 22% over a three-year period. Key issues included classroom

disruption, truancy, and aggression toward peers and staff. Although the Australian government emphasized inclusive education and mental health programs, school boards often lacked sufficient training to implement effective behavioral interventions, particularly in socioeconomically disadvantaged communities.

Across Sub-Saharan Africa, maintaining student discipline proved equally difficult, particularly in rural and resource-constrained areas. In South Africa, Mestry, Raji, and Khumalo (2022) found that school governing bodies in rural communities often lacked the expertise and support to enforce learner codes of conduct effectively. This resulted in frequent cases of absenteeism, substance abuse, and school violence. Despite government-issued disciplinary policies, enforcement remained inconsistent, especially in under-resourced schools.

In Tanzania, the challenge of student indiscipline was compounded by a lack of school board awareness and training. Mteweale (2023) reported that schools board members did not fully understand their responsibilities regarding discipline, reducing their ability to intervene proactively. The Tanzanian National Bureau of Statistics (URT, 2023) showed that truancy was the leading cause of student dropouts in government schools, accounting for 23.2% of cases, followed by pregnancy (5.6%) and death (1.2%). These trends highlighted the urgent need for capacity-building initiatives for school boards.

In Nigeria, rising cases of student violence, bullying, and teacher harassment were reported, particularly in densely populated public secondary schools. According to the Universal Basic Education Commission (UBEC, 2023), weak enforcement of disciplinary policies and poor parent-school collaboration exacerbated the problem. Schools governing boards lacked the institutional support and funding necessary to design and execute robust discipline management frameworks, leading to recurring behavioral crises and poor academic outcomes.

In Kenya, student indiscipline has escalated to a national concern. Between 2021 and 2023, over 350 secondary schools experienced serious disciplinary issues, including violent strikes, arson, and destruction of school property (Republic of Kenya, 2023). The Kenya National Bureau of

Statistics (2024) documented that over 300 schools were affected by unrest within just three months in 2023. These incidents occurred despite the Ministry of Education's policies promoting school codes of conduct, guidance and counseling services, and community participation in school governance (Muchemi, 2023). However, most studies have focused on urban or boarding school settings, leaving day schools in marginalized areas under-researched.

In Dadaab Sub-County, located in Garissa County in northeastern Kenya, public day secondary schools experienced unique disciplinary challenges. The sub-county, with a population of approximately 185,000 residents and 14 public day secondary schools serving over 6,500 students (Garissa County Education Office, 2024), faced socio-economic constraints, cultural diversity, and the influence of refugee dynamics. According to the Dadaab Sub-County Education Office (2024), disciplinary cases increased by 28% between 2022 and 2024, with truancy (47%), classroom disruption (23%), and peer conflict (18%) being the most common infractions. The Boards of Management (BOMs) in these schools struggled to manage discipline due to limited training, scarce resources, and weak stakeholder involvement. A report by the Garissa County Education Quality Assurance Department (2023) revealed that only 40% of BOMs in Dadaab had operational disciplinary frameworks, well below the national average of 68%.

The Government of Kenya, through the National Education Sector Strategic Plan (2023–2028), mandated that BOMs in all public schools implement grievance redress mechanisms, establish structured counseling services, and address learners' holistic developmental needs (Government of Kenya, 2023). These objectives were aligned with Kenya's Vision 2030, which emphasized personal development, social responsibility, and education quality. Nonetheless, the absence of localized strategies that accounted for Dadaab's complex socio-cultural environment hindered effective discipline management.

This study therefore sought to examine the influence of BOM practices on student discipline in public day secondary schools in Dadaab Sub-County. By situating the local disciplinary context

within broader international, regional, and national trends, the study aimed to address a critical knowledge gap and contribute to the development of evidence-based, contextually relevant strategies to promote school discipline in marginalized areas of Kenya.

1.3 Statement of the problem

Public day secondary schools in Kenya faced persistent challenges in maintaining student discipline, which disrupted teacher-student relationships and impeded effective classroom instruction. While the Basic Education Act (2017) explicitly tasked Boards of Management with establishing and enforcing disciplinary frameworks, implementation gaps remained evident, particularly in resource-constrained contexts like Dadaab Sub-County.

Data from the Dadaab District Education Office Complaints Register (2023–2024) indicated that public day secondary schools in this sub-county reported 27% more disciplinary incidents than neighboring administrative units, with recurring cases of truancy (32%), insubordination (24%), and physical confrontations (17%). This pattern suggested a disconnect between existing policy frameworks and their practical implementation through BOM practices.

The fundamental knowledge gap concerned the specific relationship between BOM practices and student discipline outcomes in this context. While policy designated a disciplinary management role to BOMs, empirical evidence regarding which strategies proved most effective remained insufficient. Research had primarily focused on principals' leadership (Markus, 2023) and deputy principals' roles (Boyd, 2023) in discipline enforcement, with minimal attention to BOM practices despite their statutory responsibility for school governance.

This study addressed the gap by analyzing the influence of specific BOM practices—provision of rewards, organization of motivational forums, facilitation of guidance and counseling services, and student involvement in decision-making—on discipline in public day secondary schools in Dadaab Sub-County. The research findings contributed to evidence-based approaches for enhancing BOM effectiveness in cultivating disciplined learning environments.

1.4 Purpose of the study

The purpose of the study was to investigate the influence of board of management practices on students' discipline in public day secondary school in Dadaab Sub-County, Garissa County, Kenya.

1.5 Objectives of the study

- i. To Determine influence of board of management's provision of rewards practices on students' discipline in public day secondary school in Dadaab sub-county
- ii. To Determine influence of board of management's provision of motivational forum practices on students' discipline in public day secondary school in Dadaab sub-county
- iii. To Assess the influence of board of management's Facilitation of guidance and counseling practices on students' discipline in public day secondary school in Dadaab sub-county
- iv. To Evaluate the influence of board of management's Involvement in Decision Making practices on students' discipline in public day secondary school in Dadaab sub-county

1.6 Research Questions

- i. What was the influence of the Board of Management's provision of rewards on students' discipline in public day secondary schools in Dadaab Sub-County?
- ii. How does the Board of Management's provision of motivational forums influence students' discipline in public day secondary schools in Dadaab Sub-County?
- iii. To what extent does the Board of Management's facilitation of guidance and counseling services influence students' discipline in public day secondary schools in Dadaab Sub-County?
- iv. How does the Board of Management's involvement of students in decision-making influence students' discipline in public day secondary schools in Dadaab Sub-County?

1.7 Justification of the study

In Public day secondary schools, keeping the classroom in order is essential to the success of the students. However, because of things like resource constraints and possibly greater student numbers, striking this balance can be very difficult. The necessity to look at how Board of Management (BOM) activities affect student discipline in these schools justifies this study. Although there is a wealth of research on student discipline and school leadership, little is known about the precise function of BOM practices in day secondary schools. The purpose of this study is to add to this particular setting. Good BOM techniques can establish a nurturing atmosphere that encourages good conduct from students and academic success. This study can help clarify how Boards can help improve student outcomes.

Public day secondary school necessitate cooperation from a range of partners. Through an analysis of the Board's disciplinary function, this research can emphasize the significance of the Board's input to a comprehensive strategy. The results can guide the creation of policies and procedures pertaining to Board duties and their effect on the academic and well-being of students. Both school boards and educational authorities can benefit from this. School boards can make more informed decisions about resource allocation, policy formulation, and stakeholder participation by knowing the connection between BOM practices and student discipline. This study does more than just find a correlation. The study can offer practical insights for Boards to enhance their efficacy in encouraging student discipline inside Public day secondary schoolboy examining the particular activities that have a good impact.

1.8 Scope of the study

This study examined the influence of Board of Management practices on students' discipline in public day secondary schools within Dadaab Sub-County, Garissa County, Kenya. It specifically investigated four BOM practices: provision of rewards, organization of motivational forums, facilitation of guidance and counseling services, and student involvement in decision-making.

The study population comprised BOM chairpersons and vice-chairs, principals and deputy principals, and student leaders from public day secondary schools in Dadaab Sub-County. Data

collection was conducted between January and April 2024, employing both quantitative and qualitative research methods to generate comprehensive insights into the research questions.

1.9 Study Limitations

If the study only looked at a small number of schools, its conclusions applied to all day secondary schools. When a study used self-reported data from students, teachers, and board members, biases and perceptions affect how accurate the data is gathered. The study's emphasis on public day secondary school restricts the findings' application to boarding schools or other educational environments with distinct organizational systems. Some external factors, such as socioeconomic background, community characteristics, or school leadership styles that had an impact on student discipline were not taken into consideration in this study.

1.10. Delimitations

In Kenya's Dadaab Sub County, Public day secondary school was the study's site. The impact of BOM practices on student discipline in public day secondary school in Dadaab Sub County was the main topic of this study. The opinions of educators, student leaders, and BOM members regarding BOM methods and their impact on student discipline management was meticulously gathered.

1.11 Assumptions of the study

- i. Effective board practices lead to a more disciplined school environment.
- ii. Public day secondary school face unique challenges in maintaining student discipline.
- iii. Students, teachers, and parents all had a role to play in fostering discipline.
- iv. Clear communication was established, procedures were essential for effective discipline.

1.12 Operational Definition of Terms

Board of Management (BOM) Practices: Specific governance actions implemented by school boards to establish and maintain student discipline, including policy development, resource allocation, and oversight mechanisms.

Students' Discipline: Observable student conduct demonstrating adherence to established school rules, respectful behavior toward authority figures and peers, and engagement in prescribed learning activities.

Provision of Rewards: Systematic recognition and reinforcement of positive student behavior through tangible or intangible incentives administered under BOM oversight.

Motivational Forums: Structured events organized or sanctioned by the BOM that feature inspirational speakers, success stories, or activities designed to promote positive student attitudes and behaviors.

Facilitation of Guidance and Counseling: BOM initiatives to establish, resource, and monitor school-based counseling services that address students' behavioral, emotional, and social development needs.

Involvement in Decision-Making: Formal mechanisms established by the BOM that enable meaningful student participation in formulating, reviewing, or implementing school policies, particularly those related to behavior management.

Public Day Secondary School: Government-funded educational institutions offering secondary education (Forms 1-4) where students attend daily classes without residential accommodations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the research on how board of management practices affect student discipline in public day secondary schools in Dadaab Sub-County, Garissa County, Kenya. Numerous academics have examined the idea of board of management practices since it is a crucial issue for nations since it interferes with the efficient operation of institutions, disrupting learning and ultimately influencing student discipline in day secondary schools. Following the goals of the study, this chapter examined the body of research on how Board of Management (BOM) practices affect student discipline in public day secondary schools. In order to create an atmosphere that supports academic success, it is essential to maintain student discipline. This review looked at the ways that BOMs influence or contribute to student behavior.

The literature is arranged in accordance with the study's main goals, which are to: (1) investigate how the BOM's provision of rewards affects student discipline; (2) comprehend the effects of the BOM-initiated motivational forums; (3) assess the BOM's function in supporting guidance and counselling practices; and (4) determine how the BOM's participation in decision-making processes affects discipline management. Each section provided a thorough discussion of these characteristics and their significance for enhancing school discipline in Dadaab Sub-County by drawing on theoretical viewpoints, empirical research, and contextual assessments.

2.2. Empirical Literature

Several studies have been conducted to explore the influence of Board of Management (BOM) practices on student discipline in schools. Weaver (2023) and Onyango (2017) emphasize that discipline is a critical component of the educational system, as it upholds moral values and ensures that students adhere to the rules necessary for a conducive learning environment. Misbehavior in schools has been linked to various negative outcomes, including poor academic performance and increased dropout rates (Hemphill, 2023). In this context, effective BOM

practices, such as setting school rules, providing rewards, and offering guidance and counseling, are seen as vital in maintaining discipline among students (Mestry, Raji, & Khumalo, 2019).

In Kenya, the Basic Education Act of 2017 outlines the BOM's responsibility to foster discipline by facilitating the provision of guidance and counseling, promoting inclusivity, and setting clear conduct guidelines. While studies by Mulwa et al. (2015) and Jeruto & Kiprop (2015) highlight the positive impact of involving students in decision-making on their discipline and academic outcomes, Kilonzo (2017) argues that there is still a significant gap in student participation in school governance. Students feel excluded from meaningful decision-making processes, leading to frustration and, at times, indiscipline. Despite the wealth of literature on student discipline and leadership practices, a clear research gap exists in understanding the specific role of BOM practices in influencing student behavior in public day secondary schools in Dadaab Sub-County, as little research has focused on this context. This study aims to fill this gap by exploring the direct impact of BOM practices on student discipline in these schools.

2.2. The Concept of Students' Discipline

Discipline is a basic element of the educational system that is necessary to uphold students' moral values (Weaver, 2023; Onyango, 2017). It could be interpreted in a variety of ways, both positively and negatively. Humans are unable to ignore a bad odor, though, and if it were to affect a person or group with whom a society has a close contact, it would undoubtedly be seen as a public problem (Onyango, 2017). Schon (2017) puts it succinctly when she says that all children must go to school. Schools are viewed as providers of education because it is a necessary procedure for every person to go through in today's world. This is especially true in the digital age when information and communication technology permeate every part of our lives and the globe becomes more interconnected. Consequently, education is thought to hold the key to opening a wealth of knowledge (Weaver, 2023).

Misbehavior by students is a persistent issue that affects schools not only in Malaysia but also in other countries (Eccles, Lord, & Buchanan, 2023). Misconduct by students in the classroom disrupts instruction and learning, and it is believed to be a prelude to later school dropout and

other detrimental social outcomes (Hemphill, 2023). It is believed that one of the main causes of instructors' stress and attrition is behavioral issues with their students. Teachers suffer severe consequences if they violate the school's disciplinary policy (Kellam, 2018). Instructors who are the targets of abuse or intimidation report feeling depressed, angry, humiliated, or ashamed, fearing for their lives, and lacking dignity at work (Hemphill, 2023).

Discipline issues primarily arise from students who disobey classroom or school norms (Kellam, 2018). Human behavior dictates that rules eventually break and call for a response. According to Weaver (2023), the idea of matching the punishment to the rule breach necessitates that the rules be provided in writing and that the penalties for breaking them be clearly stated. Regulations must also be related to the declared purpose of education or the school system, and once more, common sense must take precedence when determining how to discipline violators of the rules (Onyango, 2017). When enforcing classroom behavior norms, educators ought to be continuously reminded of this idea. Moreover, before disciplinary action is taken, all students must be informed of the rules and behave responsibly (Franken, 2018).

According to Spring (2018), school discipline is a type of discipline that is suitable for controlling kids or students and upholding order in classrooms. Students are expected to abide by the code of behavior, which lays out guidelines for their behavior while they are at school. Each student is expected to follow these established standards in order to maintain school discipline. Examples of these standards include appropriate attire, punctuality, social habits, and work ethics. Preventive, supporting, and corrective measures are among the types of school discipline (MOE, 2019; Spring, 2018). The usage of guidance and counseling units in all secondary schools is one of the strategies the Government of Kenya (Government of Kenya) is now implementing to control the cases of indiscipline in learning institutions (MOEST, 2015). Even with these attempts, the bulk of student infractions remain unreported, but a few instances of student misconduct have been highlighted in our daily publications. Under the Basic Education Act of 2017, the BOM is one of the parties in charge of overseeing student discipline. The act requires the BOM to support and ensure that all students receive guidance and

counselling, as well as to encourage unity, integration, peace, tolerance, inclusion, and the eradication of hate speech and tribalism within the school.

2.3 Reward Systems and Student Behavior

Subpar academic performance is often associated with diminished student motivation, prompting the provision of incentives to enhance this vital motivation. Students with learning issues sometimes exhibit a lack of drive due to their persistent academic failures. The assertion that "If these students exerted greater effort, they would perform better on assessments, embrace more challenges, or achieve higher grades" is prevalent. Frequent award distribution often yields contrary effects to those intended. Internally motivated students get elevated levels of achievement. Therefore, educators must consistently guide students in cultivating intrinsic motivation instead than incentivizing conduct through rewards. Student motivation influences facets of academic life, encompassing extracurricular activities, academic performance, and attendance. In the current educational environment, where institutions face ongoing demand to enhance student motivation, responsibility, and accountability, all K–12 educators must foster the utmost level of student motivation. Students with learning difficulties encounter greater challenges in attending lessons daily. Students with learning disabilities often find it challenging to complete even the simplest assignments provided by educators, which leads to the perception that they are the least motivated, frequently taking significant steps to conceal their shortcomings. By providing incentives for commendable conduct, such as stickers, confections, and meals for submitting assignments, educators impose considerable pressure on their students. Among all factors, grades serve as the predominant motivator (Seoane and Smink, 2015). Nonetheless, even commendable efforts are inadequate. Individuals who receive rewards are perceived to generate less creative output due to their distinct approach to job execution and a lack of belief in their agency over their educational experience (Amabile and Gitomer, 2019; Condry, 2017; Ryan and Grolnick, 2023). Students particularly struggle to comprehend the causal relationship between their acts and the outcomes they experience. Students construct defensive barriers and become disengaged from learning when they frequently experience failures in school (Long and Bowen, 2015).

Consequently, rewards should be substituted with training that emphasizes a student's intrinsic motivation. The primary objective should be to focus students' learning on their interests rather than on incentives. Students who perceive themselves as active agents in the classroom are more inclined to take risks and achieve superior outcomes (DeCharms, 2023). Moreover, pupils possessing elevated self-esteem are those that perceive themselves as having a significant impact on their education (Ryan and Grolnick, 2023). To foster intrinsic motivation in students rather than mere reliance on material rewards, educators must undergo training in this domain. The two paramount considerations are to enable students to perceive themselves as decision-makers and to cultivate an atmosphere of independent learning within the classroom. Furthermore, educators must be convinced that they control the curriculum, the pedagogical methods, and the facilitation of students' development as content creators. Although crucial for enhancing the accomplishment levels of all students, these strategies are hardly found in mathematics or reading pedagogy textbooks. Students have historically been incentivized for exemplary behavior, predating the formulation of Skinner's operant conditioning theory. To incentivize exemplary performance and penalize academic misconduct, New York City established a token economy in the 1800s (Condry, 2017). The prevalent application of rewards in educational settings stems from the principles of operant conditioning. Operant conditioning posits that the provision of a reinforcer following an activity enhances the strength of the behavior. A reinforcer is any stimulus that enhances the probability of behavior recurrence. In school, reinforcers typically manifest as stickers, grades, confections, and commendations. Motivation theories were developing concurrently with the increasing prominence of operant conditioning. Researchers have contested the idea that human motivation just arises from desires and instincts, advocating instead that it originates from both internal and external factors (Festinger and Carlsmith, 2019; White, 2019). In 2018, Edward Deci defined intrinsic and extrinsic motivation (2015, 2023). Intrinsic motivation refers to engaging in an activity for the inherent pleasure it provides. Conversely, extrinsic motivation pertains to the execution of a job

to secure a reward from an external source. These classifications prompted scientists to examine the impacts of different sorts of incentives, with schools often serving as experimental settings. Research conducted over the past 50 years has demonstrated that extrinsic and intrinsic motivation exert varying effects on education. Various behaviors that contribute to academic success in the presence of intrinsic motivation encompass perseverance, engaging in calculated risks, and embracing new challenges (Adelman and Taylor, 2018; Amabile and Gitomer, 2019; Spaulding, 2023). Research has shown that children with learning disabilities often achieve performance levels exceeding those anticipated by psychological assessments (Harter, 2017). Nonetheless, external benefits generally adversely affect academic achievement. Emphasis on extrinsic motivation often detracts from a child's learning, which is the paramount aspect of education. Deci (2015, 2023), Festinger and Carlsmith (2019), and Lepper, Greene, and Nisbett (2017) assert that rewards can diminish intrinsic motivation for an activity and may deter future participation. Moreover, studies have shown that rewards adversely affect the learning process. According to Masters and Mokros (2017), rewards resulted in increased learning errors, whereas Garbarino (2015) indicated that they adversely affected the behavior of females engaged in cross-age tutoring. Maehr and Stallings (2023) found in a separate study that students consistently opted for less complex problems to complete while obtaining feedback from teachers. The aforementioned activities unequivocally do not exemplify the optimal conduct of intrinsically motivated children. Reward systems have historically been deployed in special education settings, especially aimed at kids with modest disabilities or learning challenges (Schultz and Switzky, 2018). Nonetheless, the deployment of these systems has not led to the effective application of rewards. Much of the impactful research illustrating enhancements in the capabilities of children with learning disabilities has concentrated on a relatively narrow skill set rather than the complex issues these students face in real-world scenarios (Torgesen, 2023). The curriculum should primarily emphasize the development of abilities that cultivate intrinsic motivation and facilitate the acquisition of generic competencies, notwithstanding the necessity of certain extrinsic rewards to initiate participation in an educational program (Schultz and Switzky, 2018).

Consequently, strategies to foster intrinsic motivation should be included in every classroom. A self-sufficient classroom climate is essential prior to achieving this. As stated by Adelman (2019), Amabile and Gitomer (2019), Kohn (2017), Ryan and Grolnick (2023), and others, students must perceive a degree of autonomy in their learning environment, with access to choices and the capacity to make judgments. Furthermore, self-sufficient behaviors such as goal setting should be imparted to kids (DeCharms, 2023; Fewell, 2019). Educators who comprehend the motivations underlying wrongdoing find it more manageable to address it (Adelman and Taylor, 2018). Teachers can employ strategies to enhance student motivation. Besides the aforementioned approaches, additional strategies exist that are advantageous for students with learning disabilities. Instructing these children on goal-setting behaviors was achieved by educational strategies and mediational learning experiences (Fewell, 2019; Schultz and Switzky, 2018). Furthermore, each Individualized Education Plan (IEP) must incorporate a section specifically addressing the motivational requirements of every child referred for special education (Schultz and Switzky, 2018; Adelman, 2019). It modified certain placement decisions. Every educator should prioritize the cultivation of pupils' intrinsic motivation in their daily planning. This study examined the impact of rewards on student motivation and achievement, the importance of intrinsic motivation on academic success, methods for fostering intrinsic motivation in students, and strategies for engaging students with learning difficulties. Teachers typically characterize exemplary students as driven, engaged, and diligent (Spaulding, 2023). The term "motivation" is often employed to signify its significance in children's learning and the considerable challenge it presents in contemporary classrooms. Deci (2015, 2023) identified two types of motivation: extrinsic and intrinsic. Deci posits that a truly motivated human engages in an activity for the inherent pleasure it provides; the activity itself constitutes their reward. A child is seen authentically motivated if he tidies his room solely to exhibit his collection of baseball cards. When an individual executes a task due to an external advantage, they are driven by extrinsic motivations. Individuals with intrinsic drive demonstrate behaviors that align with their academic capabilities (Spaulding, 2023). Children that are intrinsically driven exhibit profound engagement in their tasks and derive enjoyment from them (Amabile

and Gitomer, 2019); they also proactively pursue challenges with the intention of surmounting them (Adelman and Taylor, 2018). An intrinsically driven person believes he has successfully instigated a change in the environment, as asserted by DeCharms (2023). Students that display these characteristics in the classroom are seen as diligent, motivated learners.

Intrinsic motivation is advantageous for children with learning disabilities. Compared to extrinsically motivated children with learning difficulties, these children exert greater effort and spend more time on assignments (Haywood, 2018). They also establish significant internal systems for goal mastery and self-reward (Harter 2018). Individuals with elevated intrinsic motivation can achieve academic objectives that surpass predictions made by psychological assessments (Harter, 2017). Children, regardless of learning deficits, must cultivate intrinsic motivation to facilitate learning.

In the 2018s, behaviorism formulated a theory that profoundly influenced the application of rewards in educational settings. The operant conditioning theory was developed by B.F. Skinner. Skinner's theory posits that a behavior is reinforced and hence strengthened when a reinforcer is administered following its occurrence (Cosgrove, 2023). A reinforcer is any stimulus presented after an action that increases the likelihood of the behavior being repeated. Distributing stickers, treats, and commendations exemplifies how both present and former educators implement the principles of operant conditioning. Warnings exist regarding the powerful notion of operant conditioning. MacMillan (2017) asserts that numerous reinforcement strategies are designed for populations with mild disabilities, necessitating caution in the selection of rewards for specific groups. Operant conditioning principles have been extensively utilized in teaching, notwithstanding the cautions.

In 2018, modifications were implemented in the realm of motivation research. Freud's assertion that human motivation is solely derived from desires and instincts has faced scrutiny from dissonance theorists and motivation researchers (Festinger and Carlsmith, 2019; White, 2019). White asserted that human motivation is the endeavor to alter one's environment and the satisfaction derived from achieving the intended transformation. The concepts, together with Deci's distinction between intrinsic and extrinsic motivation, have resulted in numerous studies

examining the impact of motivation on behavior. As a result, there was an increasing belief that extrinsic motivators can diminish an individual's inner motivation. Numerous external motivators are employed in educational institutions; thus, schools have become the setting for extensive research.

In the last fifty years, researchers have performed comprehensive investigations on the impact of rewards on all aspects of schooling. Festinger and Carlsmith (2019) found that compensating college students to feign enjoyment of a monotonous learning activity had minimal impact on their views of the work. Deci (2015, 2023) also discovered that monetary rewards adversely affect motivation. College students that were genuinely motivated experienced a decline in motivation upon receiving financial reward. Conversely, children that are intrinsically motivated exhibit increased motivation when they receive praise as a reward. Furthermore, Deci (2023) found that individuals invest higher effort in an activity when they perceive the reward to exceed what is suitable in a given context. The nature and significance of incentives influence performance and motivation.

The timing of an incentive influence motivation as well. Lepper, Greene, and Nisbett (2017) assigned 51 children with a pronounced interest in drawing to one of three experimental conditions in a study done in a nursery school. Students in three groups consented to undertake a drawing exercise in return for varying incentives: a certificate and star for one group, a surprise reward for another, and no reward for the third group. The duration of participants' use of the sketching supplies during their free choice period was subsequently analyzed by the authors. Lepper et al. found that, in comparison to subjects in the anticipated prize condition, those who received no reward or an unexpected surprise engaged in much more drawing activities. Students in the unexpected prize condition maintained substantial engagement in sketching during their spare time, suggesting that pre-contracted rewards may diminish desire for that activity subsequently. Researchers examined the impact of rewards on learning, considering the type, value, and timing of the rewards.

Studies indicate that rewards influence individuals' learning outcomes. A 2017 study by Masters and Mokros indicated that providing food as a reward diverted participants' attention from the

learning task and diminished learning outcomes. In response to inquiries regarding building blocks, the subjects—preschool children—were incentivized with candy, whereas the control group got no rewards. Compared to the control group, the candy-receiving group had a reduced rate of skill acquisition and a propensity for increased errors. This study supports the hypothesis that the learning activity transforms into a mechanism for acquiring a reward, like to the boy who surreptitiously enters the room to acquire a piece of candy. In this case, rewards are unsuitable for classroom use as they result in heightened error rates and distracted behavior. In various domains of learning, individuals have been seen to engage in the learning task solely to attain the reward.

Garbarino (2015) examined the impact of rewards on tutors' behavior in a cross-age tutoring context. Fifth and sixth grade girls provided tutoring to first and second grade girls in a novel game. Before the tutoring session, fifty percent of the tutors were notified that they would receive movie passes as a reward if the younger girl shown outstanding comprehension of the topic. The other half of the females, serving as a control group, received no information whatsoever. Garbarino evaluated the young girls' comprehension of the new game and scrutinized the verbal interactions and emotional nuances of the session. He found that, in contrast to the young girls in the no-incentive condition, those in the reward condition committed more errors and exhibited diminished learning. In the sessions, instructors in the reward group shown a propensity for negative responses, while the younger girls demonstrated increased levels of frustration. The tutors regarded the no-reward condition as possessing a significantly more positive emotional tone and demonstrating a heightened interest in the younger student's studies.

External incentives also affect the decisions children make concerning their schooling. A youth must consistently challenge himself with new and demanding tasks to optimize his educational potential. A genuinely motivated child chooses more hard tasks and undertakes calculated risks, so enhancing his learning. Maehr and Stallings (2023) examined the self-assessment practices of students in both self-evaluated and instructor-evaluated contexts. Mathematical problems,

both simple and complex, were administered twice to eighth-grade students. The instructor would evaluate one examination selected by the students from a list of issues, while the second examination would be completed independently with the students' self-assessment. The authors found that students consistently chose more challenging subjects for self-assessment, while opting for easier difficulties when the teacher evaluated their responses. A high score seems to be prioritized above all else, prompting students to choose the easiest route to achieve it, even though they desired to challenge themselves when working individually. To fully capitalize on the child's ambition for self-improvement, the educational environment must offer a safe and inviting atmosphere. The study's findings indicate that providing grades does not foster this type of environment; rather, it shifts students' attention from their academic pursuits to the acquisition of rewards.

According to a study, rewards influence the learning process and may diminish students' intrinsic drive. Nevertheless, the influence of rewards on students with learning challenges or moderate disabilities has yet to be addressed. Reward or token systems are specifically created for these student demographics and have been employed in special education classes for an extended period (Schultz and Switzky, 2018). Various behavior-focused strategies have been shown to enhance the academic performance of children with learning impairments (Torgesen, 2023). Nonetheless, the limitation of these tactics lies in the fact that the research has only examined highly particular talents, and there is no evidence supporting the long-term efficacy of these strategies, as stated by Torgesen. Schultz and Switzky (2018) contend that instructional methods should be integrated into a broader pedagogical framework that fundamentally prioritizes the internalization and development of an intrinsic disposition towards learning to ensure sustained academic advancement. The primary objective of each child's Individual Education Program should be this long-term aim, enabling educators of students with learning disabilities to sustain this level and generalize the effects of their education (p. 15). Every exceptional child's educational plan must incorporate strategies to foster the cultivation of intrinsic motivation.

Unlike the prevailing practices in most contemporary classrooms, the utilization of rewards detrimentally affects students' intrinsic drive, thereby undermining their academic achievement. Nonetheless, it is indisputable that extrinsic motivators have a role in education. It is unrealistic to anticipate that young individuals will consistently exhibit strong motivation, considering the numerous objectives they must achieve (Stipek, 2017). It is crucial to utilize extrinsic motivators judiciously to avoid undermining inner motivation. Intrinsic motivation is essential for academic accomplishment. Educators found it challenging to configure the classroom to foster intrinsic motivation among students.

2.4 Provision of motivational forum practices and students' discipline

Addae (2020) and Zamecnik, Kovanović, Joksimović, & Liu (2019) assert that motivation is the inclination to enhance one's behavior or performance in specific activities due to internal and external stimuli. Student learning motivation can be assessed through various factors, including the drive to succeed, the encouragement and necessity of education, future aspirations, the value placed on learning, the availability of engaging activities, and the existence of a supportive educational environment (Caputo, 2015). The subsequent indicators or suggestions may serve as a framework for enhancing student motivation in learning. According to Beymer and Robinson (2019) and Liu, Hau, and Zheng (2018), five factors that influence learning are: 1) a profound desire to learn; 2) a necessity, enthusiasm, and impetus for learning; 3) objectives and aspirations for the future; 4) a motivation to engage in study; and 5) an environment conducive to effective learning.

When a youngster fails to adhere to established protocols, discipline is a needed consequence integral to the processes of teaching, training, and education. This is implemented to guarantee the perpetuation of commendable conduct. Discipline is crucial in the educational process as it facilitates effective teaching and learning while fostering the development of a robust character in each student. Janssens et al. (2019) assert that discipline constitutes a fixed cost that students are obligated to incur within the educational framework. School discipline can cultivate and mold the character of students who adhere to established regulations, based on the assertion that character education for children should habituate them to virtuous conduct, such that when a

child deviates from this positive behavior, the individual experiences guilt (Strelan, Osborn, & Palmer, 2020; Vettori, Vezzani, Bigozzi, & Pinto, 2020).

This study intends to examine the influence of student motivation and learning discipline on the academic outcomes of students enrolled in e-learning Buddhist religious education courses. Research findings ought to be beneficial to stakeholders in the formulation of e-learning policies or programs, especially on Buddhist themes. Moreover, the data from this study addresses the deficiencies identified in previous research that mostly focused on chemistry, physics, and mathematics (K Kartianom & Retnawati, 2018; Kartianom Kartianom & Ndayizeye, 2017). Education is a fundamental aspect of life, necessitating its acquisition by all individuals. An individual devoid of information resembles the upbringing of a feral creature that endangers the lives of others nearby, akin to the dual aspects of a singular currency that are inherently connected (Qaimi, 2018). Fundamentally, education encompasses a variety of behaviors aimed at altering values, including instruction, training, and teaching (Hangestinarsih, 2015). Hangestinarsih (2015) delineates several core concepts regarding education: 1) education constitutes a lifelong endeavor; 2) it is a collective obligation of the government, society, and familial context; and 3) providing education is crucial for individual development and personality formation.

The phrase "learning process" denotes the modification of each learner's behavior within an educational context by enhancing the environment as a source of learning stimuli (Nurdyansyah & Fahyuni, 2023). A consequence of learning sometimes referred to as academic achievement or learning achievement can also be observed. The terms "achievement" and "learning" constitute the foundation of the phrase "learning achievement." Achievement refers to a transformation in an individual's behaviors or skills resulting from educational activities, contingent upon their ability to progress in the academic domain within a designated timeframe (Khusaini, 2017). Conversely, learning is a deliberate process undertaken by an individual to modify adverse behaviors, manifesting as an experiential engagement with their environment (Husamah, Pantiwati, Restian, & Sumarsono, 2023).

Observations from July 28, 2020, indicate that the achievements inside the Institut Manajemen Wiyata Indonesia's management studies program remain suboptimal. The average cumulative achievement index for the force's inaugural year of existence remains suboptimal. For the 2018/2019 academic year, second semester (Sandjaja, 2020), the subsequent list delineates the distribution of cumulative accomplishment indices among students in the Management Study Program, categorized by cohort year per semester: The author analyzes several factors that must be meticulously considered to influence academic achievement, including confidence, discipline, and motivation. The author intends to conduct a comprehensive study on "The Influence of Motivation, Discipline, and Self-Confidence on Student Academic Achievement in the Management Study Program at Institut Manajemen Wiyata Indonesia" for the academic years 2023, 2017, and 2018. This is predicated on the supplied description.

The term management originates from the Italian verb *maneggiare*, signifying "to control." The term "management" was subsequently embraced by France, signifying "the art of execution and organization" (Mardalena, 2017). Mary Parker Follett asserts in the same book that management is the ability to accomplish a job via the efforts of others (Mardalena, 2017). Ricky W. Griffin characterizes management in the book as a process that entails organizing, planning, coordinating, and managing resources to achieve objectives efficiently and effectively. Yusuf and Al Arif (2015) define human resource management as a management discipline encompassing many activities such as the utilization, development, evaluation, and compensation of human resources. In addition to the aforementioned, human resource management encompasses various activities like systems design planning, employee training, career development, performance assessment, compensation management, and management of employment relationships. Yusuf and Al Arif (2015) assert that human resource management comprises a series of interconnected activities related to employment relationships that affect both individuals and organizations.

Some assert that human resource management is an art employed to facilitate the organizing of individuals to execute vital duties necessary for achieving the established corporate objectives (Yusuf & Al Arif, 2015). According to Edwin B. Flippo, human resource management is a

process comprising several steps, including organizing, planning, supervising, and directing activities associated with the acquisition, development, compensation, integration, maintenance, and release of human resources to achieve various objectives for individuals, organizations, and the communities in which they function.

Yusuf and Al Arif (2015) assert that numerous strategies are employed in human resource management, including the principle that every manager is accountable for human resource management. (1) Strategic orientation: Human resource management must actively facilitate the strategic success of the organization. (2) Human resources approach: Human resource management entails the administration of personnel; thus, the importance of human dignity must not be overlooked. Department of Human Resources, utilizing their expertise to support managers and personnel; (4) System approach, a methodology employed within a larger framework, the organization. Consequently, human resources initiatives must evaluate the extent of each employee's contribution to the organization's productivity; by adopting a proactive strategy, HR management can augment its worth to both individuals and organizations by anticipating concerns prior to their escalation into problems.

The Latin term "Movere" denotes "encouragement or driving force" in the context of motivation (Yusuf & Al Arif, 2015). Conversely, motivation, as delineated by the American Encyclopedia (Hasibuan & Hasibuan, 2023), is the internal drive that inspires and directs one's actions. Motivation is defined as the intrinsic drive that compels an individual to undertake a particular action (Umayya, Faisya, & Sunarsih, 2017). Motivation can be classified into two categories, as per Hasibuan and Hasibuan (2023). Positive motivation entails incentivizing individuals with rewards for accomplishing a goal, or ransangan. Negative motivation entails inspiring individuals to regain enthusiasm while penalizing those who exhibit a lack of zeal. Every individual possesses an intrinsic incentive employed to satisfy desires that are frequently rooted in attachment. According to Hasibuan & Hasibuan (2023), the identified needs are as follows: 1) Physiological Needs, encompassing essential requirements for survival, including clothing, food, water, air, and shelter; 2) Safety and Security Needs, which pertain to the necessity of feeling secure during activities; 3) Affiliation or Acceptance Needs, representing

the desire for empathy and acceptance within a group or community; 4) Esteem or Status Needs, reflecting the aspiration for approval and recognition from one's social circle; 5) Self-actualization, which is essential for realizing one's full potential and achieving personal goals. The disposition of discipline entails adherence to established rules, regardless of whether they are explicitly documented or communicated verbally. It involves executing them and understanding that violations lead to repercussions.

In 2023, Hasibuan and Hasibuan state that, according to Umayya et al. (2017), discipline is a managerial action used to maintain an organization's norms and encourage people to adhere to various rules and standards. Tu'u (2018) elucidates that discipline fulfills several functions, including: (1) Structuring communal life; (2) Shaping character; (3) Cultivating personalities; (4) Functioning as coercion; (5) Serving as punishment; and (6) Establishing a conducive atmosphere. Tu'u (2018) posits that discipline is essential for individuals for several reasons: 1) Awareness-driven discipline facilitates success in learning; 2) discipline fosters a serene and structured learning environment; 3) individuals persist and ensure that their children are nurtured with discipline, values, and respect for life. In other words, children have the ability to enhance an individual's order, organization, and discipline; discipline is essential for success in both education and future job.

An individual possessing self-confidence can engage in positive thinking and construct an affirmative assessment of themselves and their environment (Hulukati, 2023). Confidence is characterized as "a belief in one's capabilities and an optimistic disposition towards accomplishing tasks" (Ghufron & Risnawati, 2023).

Hulukati (2023) posits that individuals with confidence exhibit several characteristics, including: (1) Assurance in their own abilities, eliminating reliance on external validation; (2) Resistance to conformist pressures for acceptance; (3) Willingness to confront rejection, demonstrating authenticity; (4) Emotional stability and effective self-regulation; (5) An internal locus of control, attributing success or failure to personal efforts rather than external factors; (6) An optimistic perspective towards themselves, others, or external circumstances; (7) Realistic expectations.

Academic achievement is the result of interactions with various factors influencing educational success, both internal and external, across time (Umayá et al., 2017). Both internal and external elements influence academic or learning achievement. The subsequent elements were considered for further information: 1) An internal aspect is one that emanates from within the individual. The two internal factors are psychological and physiological factors. A psychological element refers to an individual's attributes, including intelligence, interests, talents, motivations, and attitudes. An external force is one that emanates from outside an individual. Elements of the learning approach, non-social environmental factors, and social environmental components exemplify external forces.

There are three distinct categories of academic performance that can be utilized to assess an individual's degree of achievement. Indicators are essential as benchmarks for an individual's academic accomplishment (Makmun, 2023). The emotional domain includes emotions such as acceptance, hospitality, and gratitude. It entails intensifying these feelings and cultivating a sense of character and vision. The psychomotor domain emphasizes physical abilities, encompassing both movement and action, along with verbal and non-verbal communication skills. The cognitive domain encompasses several mental activities including observation, memory, comprehension, application, analysis, synthesis, and assessment.

2.5 Guidance and counseling practices on students' discipline

The American movement of guidance and counseling originated in the early 20th century as a response to the social changes brought about by industrialization. In September 2018, the Department of Education instituted advisory and counseling services as advised by Louis, a consultant sent to Malta by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), subsequent to the 2017 Summit. Counseling and guidance services play a vital role in effectively regulating individual behavior throughout all societies globally. Every civilization would encounter challenges in operating effectively without the implementation of discipline.

Consequently, educational institutions have implemented guidance and counseling programs to aid youth in navigating the various obstacles they face in their home and academic environments.

Nziramasanga (2019) contends that parents frequently neglect to allocate adequate time for their children due to numerous familial duties, hence denying them essential direction. The parents anticipate that the school will rectify their children's deficiency in discipline during secondary education. According to UNESCO (2018:2), "African adults are less focused on traditional practices that previously aided in the upbringing of youth and more concerned with financial gain." Students experience stress due to the rapid societal changes brought about by modernization and urbanization.

A survey of 20 school counselors in the southern and central areas of Malawi reveals a clear necessity for enhanced guidance and counseling services in the country. The Guidance and Counseling program necessitates a clear reason and a defined set of criteria (Taylor and Francis, 2018). The primary purpose is to assist the counselee in navigating his self-management and the realities of his environment with greater proficiency. Allis and Kame (2019) conducted a cross-sectional study on indiscipline involving 2,170 preparatory and secondary school students enrolled in mainstream governmental institutions in Alexandria, Egypt. Investigations were carried out regarding student indiscipline in schools and its factors. The majority of indiscipline episodes were ascribed to the children, with little cases linked to familial background. Schools are social institutions with diverse objectives, and advice and counseling are essential in helping children cultivate proper discipline.

The objective of therapy is to assist individuals or groups in cultivating self-awareness to achieve authenticity. Burks and Steffler (2019) assert that counseling constitutes a professional alliance between a client and a certified counselor. Makinde (2017) characterized counseling as an informed process in which individuals assist others in fostering their development, while Olayinka (2023) defined it as a direct interaction in which one person provides assistance to another. Clients can achieve their self-determined goals through counseling by making educated decisions and resolving emotional or interpersonal issues. Counseling is a procedure that assists individuals in understanding and elucidating their personal perspectives on their life circumstances. It asserts that every individual possesses the potential for self-actualization, personal growth, and self-development.

In 2017, the Ministry of Education in Kenya formally implemented counseling and advisory services. Nonetheless, these services have been entrenched in African traditional society for an extended period. The Gachathi Report, published by the National Committee on Education Objectives and Policies (Republic of Kenya) in 2023, recommends that the Ministry of Education provide counseling services. Notwithstanding the rules, the implementation of guidance and counseling services yielded negligible progress in diminishing the prevalence of indiscipline in educational institutions. To adequately address the social transformations in our society, it is imperative to adopt the formal guidance and counseling framework from the Western world. Gitonga (2017) expresses concern on the restricted capacity of parents to provide exemplary parenting due to the educational and financial obstacles they face. The child develops adversely due to the permissive parenting approach. Permissive parenting lacks boundaries and standards. Wangai (2019) asserts that Africa's modernity has resulted in the disintegration of the continent's traditional social structure. He suggested that most challenges encountered by young individuals might be addressed by education, provided that clear and progressive policies are implemented. Guidance and counseling services may be incorporated into secondary school courses to enhance the execution of these policies.

Guidance and counseling are fundamental elements of the educational system, forming, with instruction, the third pillar of education. The objective of advisory programs for secondary school students is to assist adolescents with their academic, vocational, emotional, and physical difficulties. This supplementary classroom instruction enhanced students' academic performance and achievements. For secondary school students, guidance is crucial in mitigating challenges linked to schoolwork, relationships, social interactions, mental health, and other associated concerns.

The Presidential Workshop Party on Education and Manpower Training Report (The Republic of Kenya 2018) underscored the significance of youth monitoring and counseling in secondary schools to improve discipline. The findings suggest that guidance and counseling programs should emphasize the development of good attitudes towards discipline and the enhancement

of self-worth and comprehension of professional obligations among students. The prevalence of indiscipline in secondary schools has increased, especially following the Ministry of Education's prohibition of corporal punishment in a gazette notice dated March 13, 2017. A multitude of individuals has ascribed the increasing incidence of school disturbances to the abolition of corporal punishment. Through counseling, a student and instructor can cultivate a harmonious connection. Positive discipline is ensured when the learner is permitted to articulate themselves and comprehend the consequences of their actions.

A time-honored tradition that emerged at the dawn of human civilization encompasses the practice of discipline. School administrators regulate student conduct through the implementation of counseling and guidance strategies. Discipline is an essential component of the educational system and is vital for maintaining students' moral values. The aims of this program are to manage, govern, and steer behavior. Before enforcing disciplinary measures in a school system, it is essential that all pupils are aware of the set regulations, as noted by Franken (2018).

The efficacy of guidance and counseling (G&C) for children in educational institutions is enhanced by the concept of aligning discipline with G&C. To maintain effective discipline among children, parents and schools must collaborate to promote principles and norms that, in our view, aid young individuals in establishing robust behavioral standards for their lifetime. In his work, Njagi (2017) cites Melania, an educator, who characterizes education as a process. The professor allegedly asserted that education serves as a mechanism for the transmission and accumulation of knowledge, experience, values, and skills. It is a continual process. She contends that African indigenous education was marked by informality, integration, and comprehensiveness, hence distinguishing it from the contemporary European system. The central emphasis of the work was on character development and the advancement of holistic ideals. Conversely, the present educational system emphasizes rote memorization and examination results rather than the development of personal values and character.

Collins (2018) asserted that the importance of guidance and counselling resides in their capacity to provide significant insights into practical knowledge, skills, and attitudes. It is crucial to assist

young individuals in cultivating self-discipline, navigating challenges and realities in their dynamic environment, understanding their identity, and acknowledging their academic, social, and physical contexts, while also recognizing their potential and identifying opportunities in a world where prospects for employment, training, and advancement are increasingly limited. Learners are encouraged to modify any maladaptive habits. The influence of guidance and counseling is significant for most citizens, as they are either directly or indirectly engaged in the educational process.

By the conclusion of the 19th century, guidance and counseling had attained prominence in Europe and the United States. In 1885, George Merrill conducted systematic research at the University of California. Godwin (1911), Weaver (1912), and Davis (1913) constituted more contributions (Internet source). In Britain, career assistance for youth transitioning to college life commenced in the 1920s through diverse counseling methods within educational institutions. Witmer (2018) asserts that African customs and cultures imparted knowledge to youth regarding sexuality, social roles, values, belief systems, and the competencies required for cultural advancement. Students in our classrooms are affected by the rapid social and economic transformations occurring in our dynamic society. Adolescents at educational institutions grapple with the challenges arising from their physical, psychological, and emotional transformations, compounded by rapid societal developments. They often struggle to make decisions because to the absence of a typical surroundings.

Character development in traditional African society is achieved through comprehensive institutional and informal mentorship and counseling systems, as noted by Muithya (2023). Makinde (2019) asserts that counseling and advice have consistently been fundamental components of society, with each community possessing its unique sources of wisdom that regulate and manage social connections. He asserts that in African society, the accessibility of support and counseling is contingent upon the individuals familiar to the members, to whom they can seek recourse when necessary.

In his work, Njagi (2017) cites Melania, an educator, who characterizes education as a process. The professor allegedly asserted that education serves as a mechanism for the transmission and

accumulation of knowledge, experience, values, and skills. It is a continuous process. She contends that African indigenous education was marked by informality, integration, and comprehensiveness, hence distinguishing it from the contemporary European system. The central emphasis of the work was on character development and the advancement of holistic ideals. The existing educational system emphasizes rote memorization and examination results rather than the development of personal values and character. In 2022, there were 22 recorded cases of indiscipline in schools, constituting 0.9%. In 2023, this increased to 187 (7.2%) (Simatwa, 2022) the incidence of these cases increases annually.

According to the UNESCO guidance and counseling module (2017a), guidance is a service program provided to individuals based on their personal needs and environmental influences. The fields of guidance and counseling offer a variety of programs, activities, and services designed to help individuals understand themselves, their issues, their surroundings, their educational institutions, and the worldwide community. Moreover, they aid individuals in developing the requisite skills to make educated decisions. Experts generally concur that guidance and counseling comprise three fundamental components. The 2017 UNESCO module comprises three categories: career guidance, social guidance for individuals, and educational guidance. The three primary domains include a comprehensive array of advice and counseling services, including assessment, information dissemination, placement aid, orientation programs, evaluation procedures, referral services, and follow-up support (Denga 2017). The fundamental components of guidance and counseling collectively address the needs, obstacles, and issues faced by students. The aim of guidance and counseling services is to enable each student at educational institutions to enhance their education and realize their full potential.

The National Policy on Education (2018) stresses the appointment of career officers and counselors in post-primary and higher institutions. This addresses the deficiency in awareness regarding employment opportunities among youth and the necessity for personality modifications among students. Unfortunately, the delivery of these services at our educational institutions is devoid of any significant distinction. The program is devoid of inspiration at both the secondary and tertiary educational levels. Anwana (2019) and Abiri (2023) argued that to

mitigate the adverse effects of a dissatisfied, disillusioned, and unrealistic demographic on society, it is essential to offer comprehensive career information, support, and counseling. This effort seeks to assist schools and society in directing their children/wards toward making informed career choices that optimize their abilities and potential.

Smith (2023) delineated ten steps of strength-based counseling to illustrate the actual application of this methodology. The ten phases are delineated as follows: The therapeutic process encompasses several essential steps: (a) Establishing a robust therapeutic alliance; (b) Identifying and leveraging the client's strengths; (c) Evaluating and comprehending the issues presented; (d) Providing encouragement and fostering hope; (e) Formulating a framework for solution discovery; (f) Augmenting the client's competence and resilience; (g) Empowering the client to assume control of their personal development; (h) Facilitating significant transformation; (i) Enhancing the client's capacity to recover from adversity; and (j) Evaluating progress and concluding the therapeutic engagement. Through advancing over the distinct phases, the plan fostered a disciplined group of young individuals committed to utilizing their abilities to attain specific life goals. It resulted in a thorough understanding of how to prioritize problems and the importance of evaluating and identifying the urgency of each circumstance encountered.

Young individuals struggled to effectively identify solutions to the different issues they confront due to a lack of thorough awareness of the existing difficulties. Students should be afforded latitude to face and surmount challenging problems in life, thereby cultivating resilience and adaptation, which promotes a positive perspective and self-confidence. As they progressed through the process, their discipline intensified, fostering a profound sense of responsibility in confronting life's obstacles. Considering all variables, it is essential to formulate leading efforts and offer prompt assistance. A discernible shift has occurred from a methodology centered on strengths and rectifications to one that prioritizes prevention.

According to the previously outlined phases, we have established the overall trajectory of progress in school guidance and counseling. The designated educators initially undertook the responsibilities of school counseling in addition to their regular work. Consequently, full-time

school counselors were hired. This signifies the progression from novices to specialists. Subsequently, there was a transition from position to program, wherein the counseling team concentrated on executing guiding actions inside a systematic framework. Furthermore, school counseling is evolving from a remedial approach to a proactive, asset-oriented strategy, emphasizing the significance of maximizing each student's capabilities and resources to facilitate more meaningful lives.

2.6 Board of management's Involvement in Decision Making practices and students' discipline

Active student engagement in school administration is a consequence of their involvement in school governance (Borgatta & Montgomery, 2017). Each everyone inside the company possesses the entitlement to engage in collaborative decision-making, which encompasses the capacity to express viewpoints, exchange knowledge and information, and receive attention and consideration (Owen & Valesky, 2015). Schools function as commercial enterprises with students, parents, sponsors, and guardians as their main clientele. Consequently, they are required to participate in the school's decision-making process. Kiprop (2023) argues that discipline encompasses the conduct of students towards each other, the school administration, and the administration itself. He argues that establishing a consistent set of values is challenging since the concepts espoused by the school administration and reflected in the behavior policy sometimes conflict with those of the student body. Sushila (2019) proposes the involvement of students at various levels of decision-making as a means to tackle this problem. St. Mary's, a British school, prioritized student participation in school administration. One of their main duties was to routinely oversee fiction mentorship activities, as well as monitor attendance and punctuality (Allen, 2018).

In addition, all the prefects at Georges High School (Georgeshal -P.Schools 2018), an English-language international school in America, assist in overseeing younger students during lunch breaks and serve as an additional resource for teachers during intermissions. In a study conducted by Sagle and Kowlosky (2017) in the Netherlands, the United Kingdom, and the United States, it was found that managers in the Netherlands consider the involvement of

student councils in guaranteeing school timeliness as a civic obligation. In contrast, the American managers perceived it as a method to ensure the school's smooth and uninterrupted functioning.

According to Harber and Mncube (2015), the enactment of the SASA in South Africa was intended to advance democratic school governance. This implies the implementation of school leadership structures that involve parents, teachers, and students. Chemutai and Chumba (2019) argue that an efficiently structured student council can provide exclusive support to the student association, contributing to the establishment of an optimal learning environment and mitigating instances of unrest commonly observed in secondary schools. However, instead of engaging students for democratic purposes, the involvement of school administration and participation has been defined in precise terms that prioritize the participation of student leaders for efficient organization. Jeruto and Kiprop (2015) discovered that student participation in decision-making in Kenyan secondary schools, whether public or private, is insufficient and should be broadened to encompass matters beyond the well-being of individual students.

In the Eastern Region of Kenya, Mulwa, Kimosop, and Kasivu (2015) conducted a study that presented evidence supporting this perspective. The study revealed that both public and private secondary schools were deficient in the essential structures required to enable students to participate in decision-making activities. The Ministry of Education has underscored the significance of collaborative leadership among educators, parents, and students. Based on the literature research, there is a distinct strategy in which student leaders prioritize the interests of the school administration over those of the student population, without much consideration for the opinions of the students themselves (Awiti, 2019). The current study is in line with previous research that supports the idea of student participation in school governance. However, the research listed above have not yet established the extent to which student leaders participate in school open forums, nor have they identified whether this participation has any influence on students' behavior. These findings emphasize the distinctions between secondary public and private schools.

Open forums foster an environment where students are encouraged to express their concerns and opinions (Fletcher, 2019). Keogh & White's 2015 study found that student leaders had the responsibility of exerting influence over management decisions through the creation and enforcement of policies, rules, and regulations. Moreover, a study conducted in 2017 by Kilonzo indicated that the main duty of student councils is to aid professors in the administration of the school. The findings of the studies supported the involvement of students in the development of school policy. Cotton (2015) discovered that students' lack of respect and ownership for school rules and regulations stems from the fact that these rules were formulated without their input. This conclusion was drawn from cross-sectional research conducted on American students' discipline in day secondary schools.

In contrast, a 2023 survey performed by Kiprop found that most principals have a master-servant, superior, or inferior mindset while interacting with their students. Due to their perception of having no valuable input, they rarely took notice of the students' thoughts and grievances. However, students are consistently inquisitive in the rationale behind the methods used. The individuals desire to express their viewpoints on the subject of change and have their perspectives duly acknowledged (Fielding & Rudduck, 2018). Fielding (2017) emphasizes the cost of ignoring students' viewpoints. This study argues that the influence of cost on an inspection report or the public's perception of the school is manifested through student indiscipline, specifically in both public and private secondary schools in Kenya. Whenever students perceive a lack of consideration from the school administration regarding their opinions, they consistently engage in demonstrations. This results in a significant amount of friction, stress, and miscommunication, which further intensifies feelings of resentment and hostility, ultimately manifesting as strikes. In her study on students' engagement in improving public secondary school discipline, Nyamwamu (2017) identified a lack of communication between students and the school administration as the primary cause of issues with school indiscipline. Given this, administrators must cultivate a democratic and inclusive educational setting by

encouraging active participation from students and organizing regular forums, known as "barazas," where educators and students can freely express their viewpoints (MOEST, 2017).

Furthermore, a study conducted by Jeruto & Kiprop (2015) revealed that when students are given the opportunity to participate in decision-making processes in schools, it has led the Ministry of Education to implement several programs with the goal of creating inclusive frameworks. One such example is the Kenya Secondary School Student Council (KSSSC), founded in 2019 with the objective of enhancing student engagement in secondary school governance. To ensure the protection of their interests in the administration of secondary schools, students would be incorporated as a crucial component of the new structure. It is recommended, therefore, that opportunities be given for educators, learners, and administrators to convene and engage in open discussions regarding issues that affect their schools, without the risk of retaliation or other adverse outcomes. Hence, it is imperative to foster collaboration among the administrator, staff, students, parents, and the community to ensure the effective management of school discipline. Research has indicated that denying students the chance to express their views and release their emotions can result in an atmosphere that foster disruptive behavior.

Students' engagement in collaborative decision-making is expected to prevent these instances. Additionally, research has shown that young people express a desire to be included in participatory decision-making inside their educational institutions (Alderson, 2017). Both Kindiki (2019) and the Republic of Kenya (2017) assert that school administrators utilized insufficient channels for communication. The undemocratic school administration did not consider meetings to be essential channels of knowledge. This is consistent with Kiprop's (2023) finding that principals display hierarchical views towards students, treating them either as subordinates or as superiors. These findings contradict the research conducted by Brasof (2023), which indicates that principals often or regularly engage students in their institutions. While instructors typically have the final decision-making authority, they do engage with pupils in a direct and succinct manner. This study aims to assess the level of involvement of student leaders

in school open forums regarding issues affecting their peers, with the goal of managing students' behavior.

According to Khewu (2023), principals' responsibilities primarily revolve around reactive administrative and management activities, rather than offering leadership that encourages innovative approaches to behavior and problem-solving in the face of emerging difficulties. Similarly, Brasof (2015) argues that solutions created by students themselves tend to generate higher levels of student engagement and so achieve more success. The students are more equipped to address their challenges since they possess a more profound comprehension of both the issues and their underlying causes. Teachers must intermittently offer guidance to students to help them make informed decisions. Consequently, they have the capacity to develop and assume the role of responsible adults. According to the study conducted by Mati et al. (2023), students who engage in disciplinary affairs acquire a sense of responsibility and gain the ability to acknowledge the consequences of their actions and decisions. In his research, Hannam (2017) found that student engagement in both public and private schools led to improvements in attendance, motivation, self-esteem, and academic performance. In addition, Harris (2018) found that classroom hooliganism resulted directly from a lack of discipline in the classroom. Conversely, the majority of participants in a more recent study done by Kilonzo (2017) expressed that students were not actively engaged in the development of school regulations and policies.

Based on this research, it is imperative to involve students in secondary public and private schools in making decisions that have a substantial influence on their education. This empowered the pupils to propose ideas for implementing discipline more efficiently. The study aligns with previous research by emphasizing the importance of student leaders' engagement in school open forums. However, it did not determine the specific level of participation of student leaders in these forums or the impact it has on students' behavior in secondary public and private schools. It is crucial to ascertain the impact of student leaders' presence at school open forums on the behavior of students in both public and private secondary schools. Kenyan law permits

the establishment of Student Councils, which are democratic entities that engage students in the decision-making process within schools (the Republic of Kenya, 2023).

2.7 Theoretical Framework

Rosenstock, Stretcher, and Becker's (2019) Health Belief Model (HBM) guided the research. Examining the fundamental assumptions of the HBM Model—including perceived vulnerability, perceived severity, perceived advantages, and perceived barriers— Rosenstock, Stretcher, and Becker extensively reworked and justify the model while also introducing the notion of signals to action. These clarify the fundamental presumptions of the Health Belief Model: An individual's perceived susceptibility is their assessment of their likelihood of acquiring a condition for which they are thought to be at risk. While perceived severity describes the degree to which someone believes a situation to be important and its influence, risk is shaped by a person's characteristics or conduct. Perceived benefits are those of an individual's impression of the efficiency of a suggested action in lowering risk or lessening the impact's degree. Specifying the specifics of the activity, including how, where, and when it had happened as well as the anticipated favorable outcomes helps one to build perceived benefits. The word "perceived barriers" refers to a person's view of the concrete and intangible challenges connected with following advice as well as the strategies used to overcome these hurdles by means of rewards, help, and support. Cues to Action are the ability to deliberate and choose the required actions by means of direction in raising awareness and acting as a stimulus for the chosen line of action. The concept of self-efficacy is that one may act by means of direction and guidance (Rosenstock, Stretcher, and Becker, 2019).

The presumptions of this theory have helped the research since they clarify the vulnerability by stressing the desire of elderly people to avoid talking about sexuality with younger people. Traditionally, the aunts, uncles, and other family would have these kinds of discussions. Apart from managers and officials of the schools, parents also assumed the duty of having conversations with the young people. Still, parents are too preoccupied and unreachable to perform these responsibilities. Establishing advising and counseling initiatives to enable

students to keep their discipline and overcome challenges they come across during their studies is the responsibility of the BOM. Onyango, 2017 notes that young people find it simple to hold private conversations on such issues. Young people's view of the effectiveness of self-management programs such as peer counseling in tackling problems like indiscipline shapes their frequency of using these tools. Still, challenges can arise in the manner young people understand these initiatives. Among these obstacles are remarks from their peers and their perceptions about BOM techniques. These elements either positively or negatively affect their reaction to the policies of the institution. The BOM has to thus make sure that the required peer counseling facilities are set up correctly. Based on the presumptions of the Health Belief Model (HBM), one can define perceived benefits as an evaluation of the worth of adopting a health-promoting activity. Children choose to put more effort and show proper behavior to win prizes from the BOM's incentive program. The incentive programs of the BOM give students a chance to realize the advantages of finishing their education, which inspired them to put more effort and bear apparently high costs, discomfort, and challenges.

2.8 Conceptual Framework

This study looks at how the Board of Management (BOM) influences student discipline in public day secondary schools. The BOM helps schools by setting rules, rewarding good behavior, providing guidance, and counseling, and including students in decision-making. These practices are important because they keep students disciplined and help them succeed in school. The framework is simple: when the BOM does its job well, students follow rules better, and teachers also help keep order. As a result, students can focus on learning, improving their grades and behavior. At the same time, the government and the environment around the school also affect student discipline. Policies from the government, support from parents, and the community can make a difference. When all these factors come together, students are more disciplined, and this leads to better learning and performance in school.

2.8.1 Independent Variables

Independent variables are the factors that you are studying to see how they affect the outcome (dependent variable). In your case, these are the Board of Management (BOM) practices in the school.

Provision of rewards: BOM's practice of rewarding students for good behavior. Rewards can motivate students to behave well, increasing their discipline and motivation to learn.

Facilitation of guidance and counseling: BOM ensures that students have access to proper counseling services. This helps address personal or social challenges students face, which positively affects their discipline and ability to focus on their studies.

Involvement in decision-making: BOM's inclusion of students, parents, and teachers in the school's decision-making processes. This makes students feel valued and responsible, improving their discipline as they feel more connected to school policies.

2.8.2 Moderating Variables

Moderating variables are factors that can strengthen, weaken, or otherwise change the relationship between the independent and dependent variables. They influence how the independent variables (BOM practices) affect the dependent variable (student discipline).

Government policies: Government policies related to education, discipline, and student rights can either support or hinder the effectiveness of BOM practices. For example, policies promoting student welfare and safety can enhance the BOM's ability to maintain discipline, while restrictive policies could limit their options for managing student behavior.

Environmental factors: These include external conditions like the socioeconomic status of students, parental involvement, or the availability of resources in the school. Students from challenging home environments (poverty, lack of resources) struggle with discipline, regardless of the BOM's efforts. Conversely, students in supportive environments responded better to BOM practices.

Stakeholders' influence: Parents, community members, and other external stakeholders can also affect how well BOM practices work. Active involvement from parents, for instance, could reinforce the BOM's efforts to instill discipline, while a lack of parental support made discipline harder to enforce.

2.8.3 Dependent Variable

The dependent variable is what you are trying to understand or improve, and in this case, it is students' discipline in public day secondary schools.

Students' discipline: This includes students' behavior, their ability to follow school rules, and their overall conduct in the school setting. Discipline impacts the school environment, attendance, and ultimately student academic performance. When BOM practices are effective, discipline improves, leading to a better learning environment.



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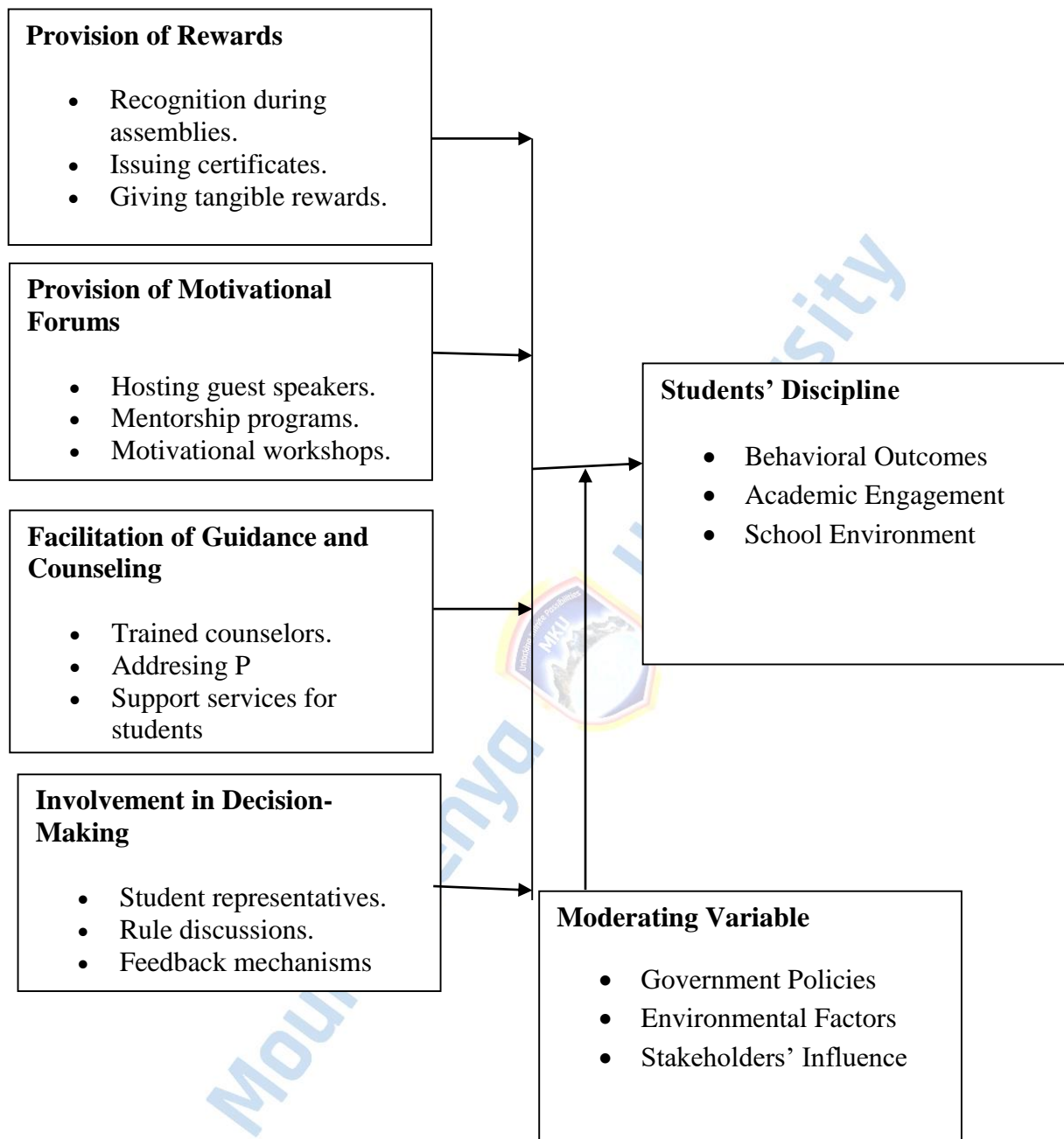
Figure 2.1 Conceptual framework

INDEPENDENT VARIABLE

Board of Management Practices

DEPENDENT VARIABLE

Students' Discipline



Source (Researcher, 2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research technique utilized to examine how Board of Management (BOM) practices affect student discipline in public day secondary schools in Dadaab Sub-County, Garissa County, Kenya, was presented in this chapter. The research design, target population, sampling strategies, data collection methods, and data analysis procedures are all covered in the research methodology, which described the approach and procedures used to guarantee the study's validity and reliability.

The approach is set up to offer a methodical examination that tackles the goals of the study. The project intends to gather both quantitative and qualitative data by using a descriptive survey design, which provided a comprehensive examination of the connections between different BOM practices and student discipline outcomes. Additionally, ethical considerations was covered in this part. By ensuring that data collection and analysis follow ethical guidelines, the validity and integrity of the research findings was maintained.

3.2 Research Methodology

The approach for gathering data for the study is presented in this chapter. It explained the demographic of the study, sampling strategies, research design, and statistical methods for organizing and interpreting unstructured data. Data collection tools included questionnaires, interviews, and Focused Group Discussion. It demonstrates good logic by connecting the actions taken to address the research questions and achieve the study's goals. This section also covers data analysis and sampling techniques. This section goes on to discuss the study's validity, reliability, and secrecy.

3.3 Research Design

The research design for this study was a descriptive survey. Because independent variables are naturally non-manipulable and have already manifested, research inferences concerning correlations among variables are produced systematically and empirically in this type of design

without direct control over the independent variables (Kothari, 2019). The descriptive survey approach was used in this design because it is appropriate for researching BOM practices and their effects on discipline in secondary day schools. In order to collect both quantitative and qualitative data, the study also employed a mixed methodology.

3.4 Location of the Study

Dadaab Sub-County, Garissa County, where this study was carried out, is a region that is in the county. The study's target educational setting is day secondary schools. This location was selected for convenience, as the researcher oversees a school in the same area where she is situated. Garissa County's Dadaab Sub-County is one of the sub counties with a lot of secondary schools.

3.5 Target Population

The study targeted all public day secondary schools in Dadaab Sub-County. The participants comprised BOM members, school administrators (principals and deputy principals), and student leaders. These groups were considered central to understanding the nature and effectiveness of BOM practices in managing student discipline. The total target population consisted of 12 public day secondary schools spread across six locations. Specifically, the population included 24 school administrators, 84 BOM members, and 96 student leaders. Gender representation was considered, with an approximate 50% female composition among BOM members and student leaders, and about 30% among school administrators. This diverse population allowed for a comprehensive analysis of BOM practices across various roles and perspectives. A breakdown of the population by school and location was provided in Appendix I.

3.6 Sampling Procedure and techniques

The sampling process combined both probabilistic and non-probabilistic methods to ensure representativeness and relevance. Stratified sampling was employed to categorize schools according to their geographical locations, followed by simple random sampling (lottery method) to select one school from each of the six strata, as recommended by Orodho and Kombo (2018).

This resulted in a total of six sampled schools, representing 50% of the total schools in the sub-county.

Within the selected schools, purposive sampling was used to identify individuals who possessed in-depth knowledge and experience regarding school discipline. This included all principals and deputy principals, selected BOM members, and student leaders. The final sample comprised 12 school administrators (2 from each school), 42 BOM members (7 from each school), and 48 student leaders (8 from each school). This sample was considered sufficient for generating meaningful insights into the role of BOMs in student discipline. The detailed sampling matrix was presented in Appendix II.

TARGET POPULATION DISTRIBUTION BY LOCATION

Location	Number of Schools	Number of Principals & Deputies	Number of BOM Members	Number of Student Leaders
Dadaab Town	2	4	14	16
Labasigale	2	4	14	16
Dhagahley	4	8	28	32
Dheertu	2	4	14	8
Madaxgisi	1	2	7	4
Abakeile	1	2	7	4
Totals	12	24	84	96

Source: Sub County Education Officer, (2024)

3.7 Sample Population

Fraenkel and Wallen (2017) define purposive sampling as a situation in which the researchers use their prior understanding of the population and a particular goal to inform their subjective sample selection decisions. The purposive sampling strategy was used in this study to choose the heads of day secondary schools. Instructors were chosen by basic random sampling based on their involvement in school administration. They were chosen based on the total number of teachers from all the schools in the particular school. Pieces of paper with the labels "Yes and No" was placed in a box to prevent bias. Each instructor was given the opportunity to participate in the study by being asked to remove a piece of paper from the box after it has been thoroughly

shaken. Every person in the group had an equal probability of getting chosen through the random sampling process (Cohen et al., 2017).

APPENDIX II: SAMPLING MATRIX

Location	Number of Schools	Number of Principals & Deputies	Number of BOM Members	Number of Student Leaders
Dadaab Town	1	2	7	8
Labasigale	1	2	7	8
Dhagahley	1	2	7	8
Dheertu	1	2	7	8
Madaxgisi	1	2	7	8
Abakeile	1	2	7	8
Totals	6	12	42	48

3.8 Construction of research instruments

The primary data collection instrument for this research was a questionnaire, chosen for its effectiveness in quickly and economically gathering essential data from a large group of respondents. According to Kothari (2018), questionnaires are highly effective in survey research due to their ability to collect data efficiently and affordably. The descriptive survey design of this study is well-suited to the questionnaire format, as it allows for the systematic collection of responses, which can then be easily analyzed.

The questionnaire was structured into three main sections. The first section focused on gathering demographic information about each respondent, such as their role—whether they are a BOM member—and the school they represent. In this case, the BOM members were the group using the questionnaire. The demographic data collected helped provide context for understanding the perspectives of BOM members on the influence of their practices on student discipline. This helped contextualize the responses and provide a better understanding of the perspectives of different respondent groups within the school community. The second section consisted of both closed-ended and open-ended questions. Most questions were closed-ended, offering pre-determined options that ensure consistency and simplify data analysis. However, open-ended questions were included to give respondents the opportunity to elaborate on specific points,

providing deeper insights into their views. To measure attitudes and opinions effectively, the questionnaire used a 5-point Likert scale, as recommended by Mugenda & Mugenda (2019). Respondents were asked to indicate their level of agreement or disagreement with various statements related to BOM practices and their impact on student discipline. The Likert scale ranged from "strongly disagree" (1) to "strongly agree" (5), which helped the researcher gauge the extent of support or opposition to each statement. Finally, the third section included open-ended questions focused on challenges faced by the BOM and suggestions for improvement. This section offered respondents the chance to share additional thoughts and experiences related to student discipline.

In addition to the questionnaire, structured interviews were conducted with BOM members. The interviews provided more in-depth qualitative data and allow for detailed insights into the roles and perspectives of the BOM members. Key areas explored in the interview schedule included the BOM members' responsibilities regarding student discipline, their perceptions of the effectiveness of current practices, the challenges they face in implementing disciplinary measures, and suggestions for improving practices related to student discipline. This provided a nuanced understanding of the BOM's role in influencing student behavior.

To complement the questionnaire and interviews, focus group discussions was held with students to capture their experiences and views on BOM practices. The focus groups were designed to explore students' awareness of the BOM's practices, including rewards, motivational forums, and counseling. Discussions focused on how these practices have impacted student behavior and discipline in the school. Students were also be encouraged to suggest improvements to the existing practices, offering valuable insights into what enhanced the effectiveness of the BOM's disciplinary efforts. Through a combination of questionnaires, interviews, and focus group discussions, this study gathered both qualitative and quantitative data, ensuring a comprehensive understanding of the influence of BOM practices on student discipline in public day secondary schools in Dadaab Sub-County.

3.9 Testing for Validity and Reliability/Trustworthiness

In this research the validity ensures that the tools used measure what they are supposed to, and reliability guarantees that the results are consistent and stable over time. This means that the data collected must accurately reflect the topic being studied, and the results should be repeatable under similar conditions. Ensuring both validity and reliability is essential for drawing meaningful and trustworthy conclusions.

This study, trustworthiness, particularly in qualitative research, is also important. It focuses on credibility, dependability, and confirmability, ensuring that the findings are accurate, and the research process is transparent. Methods like pilot testing, expert reviews, and other strategies was used to confirm that the research instruments are both valid and reliable.

3.9.1 Validity of the Data collection instrument

The extent to which a test measures what it is intended to measure is known as validity. To help determine the accuracy, clarity, and applicability of the reassurance instruments, pre-testing was carried out. According to Borg and Gall (2019), for certain pilot research, two to three cases were adequate. Three samples were adequate for the study. For the study, content validity was most pertinent. This is because its focus was on how successfully the instrument's content samples the types of subjects from which inferences were to be made. Joppe (2017) goes on to say that the degree to which a measure captures every feature of a certain social construct is referred to as content validity. The researcher identified the content area and determined content validity using a panel of education experts in order to establish the validity of the instruments.

3.9.2 Reliability of Data

There were several techniques used to improve the research instruments' dependability. To guarantee the reliability of the questionnaires, ambiguities, repetition, and jargon was removed based on the results of the pilot test. The reliability was increased by the triangulation method that would be used to a variety of data sources.

3.9.3 Pilot Study

The questionnaires were taken to two schools (Dertu and Dadaab public day secondary school) for a pre-test before the questionnaires was taken to Dadaab sub county Public high schools for the actual study.

3.10 Data Collection methods and procedures

The MKU Department of Education provided the researcher with an introduction letter so she can apply for a research permission from the National Council for Science and Technology before going into the field. Once the authorization was obtained, the researcher went one step further and obtained permission to do study in the designated schools from the Dadaab Sub-County Education Officer. In addition, the researcher asked the head teachers at the chosen schools for permission to carry out the study. The researcher visited each school on the designated study days to carry out the research. The researcher gave the questionnaires to chosen responders.

3.11 Proposed data analysis techniques and procedures

Both quantitative and qualitative data analytical techniques—including descriptive analysis—was used, depending on the tools used to evaluate the data. The data was described using descriptive analysis as frequencies and percentages. A type of inferential analysis known as Pearson in order to determine different metrics that illustrate the relationship between two or more variables—in this case, BOM procedures and discipline issues—correlations analysis was employed. Version 20 of the SPSS computer program was utilized to support the analysis. Next Tabular data derived from questionnaires were displayed.

3.12 Ethical considerations

The researcher sought permission from Mount Kenya University, where an introduction letter and ethical review letter were issued by the University Ethics Review Committee (ERC). Subsequently, permission was sought from the National Commission for Science, Technology & Innovation (NACOSTI) before embarking on data collection.

The researcher observed professional ethics to ensure that no student suffered physical, psychological, or emotional harm during the research. The universal principles of autonomy, beneficence, non-maleficence, justice, and veracity were adhered to throughout the study.

Informed consent was documented through a detailed consent form that outlined the study purpose, procedures, risks, benefits, and participants' rights. Each participant made an informed choice and provided consent by signing this form before participating in the research. For minors, additional parental/guardian consent was obtained.

Participant confidentiality was maintained through several measures: (1) using identification codes instead of names on all data collection instruments; (2) storing physical data in locked cabinets accessible only to the researcher; (3) securing electronic data with password protection and encryption; and (4) reporting aggregate results without identifying information.

The information obtained was not released for any purpose other than that intended for the research. Any breach of confidentiality would occur only when ethically required or mandated by law. The researcher ensured that decorum and respect were maintained during the study by honoring the respondents and their socio-cultural beliefs. Additionally, the study was subjected to originality checks to generate a similarity index, ensuring the originality of the work.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.0 Introduction

This chapter presents the analysis, interpretation, and discussion of the data collected on the Influence of Board of Management Practices on Students' Discipline in Public Day Secondary Schools in Dadaab Sub-County, Garissa County, Kenya.

4.1 Response Rate

The study targeted a sample size of 102 respondents. Out of these, 92 participants successfully completed and returned their questionnaires, resulting in a high response rate of 90%. The remaining 10 questionnaires (10%) were either incomplete or not returned.

Table 4.1: Response Rate

Response Category	Frequency	Percentage
Responses	92	90%
Non-responses	10	10%
Total	102	100%

Source: Field Data (2025)

4.2 Demographic Characteristics

This section presented the demographic characteristics of the respondents who participated in the study on the influence of Board of Management (BoM) practices on students' discipline in public day secondary schools in Dadaab Sub-County, Garissa County. The information helped in understanding the respondents' background, which provided context for their responses on BoM practices.

4.2.1 Gender Distribution

The analysis of gender distribution showed that 60 respondents (65.2%) were male, while 32 (34.8%) were female. This indicated that male respondents were more represented in the study. The gender composition reflected the actual demographic pattern of school leadership and BoM

membership in the area. Gender was considered important in the study as it influenced attitudes and approaches toward student discipline and management practices.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	60	65.2%
Female	32	34.8%
Total	92	100%

Source: Field Data (2025)

4.2.2 Age Bracket of Respondents

The results indicated that 36 respondents (39.1%) were aged between 41 and 50 years, making them the majority. This was followed by 25 respondents (27.2%) aged between 31 and 40 years, 21 (22.8%) above 50 years, and 10 (10.9%) below 30 years. This distribution demonstrated that most respondents were mature and likely had substantial professional experience, which was essential for providing informed opinions about BoM practices and student discipline.

Table 4.3: Age Bracket of Respondents

Age Bracket	Frequency	Percentage
Below 30 years	10	10.9%
31–40 years	25	27.2%
41–50 years	36	39.1%
Above 50 years	21	22.8%
Total	92	100%

Source: Field Data (2025)

4.2.3 Highest Academic Qualification

Out of the 92 respondents, 47 (51.1%) held a Primary Education, 27 (29.3%) had Diplomas in Education, and 18 (19.6%) had bachelor's degree in education. The majority therefore had at least a bachelor's level education. This academic background was significant as it reflected a sound understanding of educational management and student discipline, enhancing the credibility of their responses.

Table 4.4: Highest Academic Qualification

Academic Qualification	Frequency	Percentage
Bachelors in Education	18	19.6%
Primary Education	47	51.1%
Diploma in Education	27	29.3%
Total	92	100%

Source: Field Data (2025)

4.2.4 Duration in Current Position

The findings showed that 34 respondents (37.0%) had served in their current positions for 2 to 5 years, 30 (32.6%) for 6 to 10 years, 20 (21.7%) for more than 10 years, and 8 (8.7%) for less than 1 year. This data indicated that most respondents had sufficient experience in their roles, which contributed to their ability to assess the impact of BoM practices on student discipline.

Table 4.5: Duration in Current Position

Length of Service	Frequency	Percentage
Below 1 year	8	8.7%
2–5 years	34	37.0%
6–10 years	30	32.6%
Above 10 years	20	21.7%
Total	92	100%

Source: Field Data (2025)

4.2.5 Duration as a Principal in Current School

The study revealed that 45 respondents (48.9%) had served as principals in their current schools for 2 to 5 years, 36 (39.1%) for 6 to 10 years, and 11 (12.0%) for less than 1 year. The fact that a majority had been in their positions for more than two years implied that they had accumulated enough leadership experience to evaluate the effectiveness of BoM practices in managing student behavior.

Table 4.6: Duration as a Principal in Current School

Duration as Principal	Frequency	Percentage
Below 1 year	11	12.0%
2–5 years	45	48.9%
6–10 years	36	39.1%
Total	92	100%

Source: Field Data (2025)

4.3 Influence of Board of Management’s Rewards Practices on Students’ Discipline

Table 4.7: Rewards Practices on Students’ Discipline

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Mean	STD
Public recognition and rewards can motivate students to maintain good behavior and academic performance.	50 54.3%	30 32.6%	5 5.4%	4 4.3%	3 3.3%	4.31	0.97
Rewards can reinforce desired behaviors, making them more likely to be repeated in the future.	52 56.5%	29 31.5%	6 6.5%	3 3.3%	2 2.2%	4.37	0.90
A well-implemented rewards program can create a more positive and encouraging school environment.	48 52.2%	28 30.4%	8 8.7%	5 5.4%	3 3.3%	4.23	0.98
Rewards programs that involve teachers in recognition can strengthen student-teacher relationships.	44 47.8%	30 32.6%	10 10.9%	5 5.4%	3 3.3%	4.16	0.99
Receiving rewards provides students with a sense of accomplishment.	46 50.0%	31 33.7%	8 8.7%	4 4.3%	3 3.3%	4.23	0.96
Recognizing positive behaviors inspires other students to emulate them.	49 53.3%	27 29.3%	9 9.8%	4 4.3%	3 3.3%	4.26	0.97
Fair and transparent reward systems increase trust between students and administration	45 48.9%	33 35.9%	7 7.6%	4 4.3%	3 3.3%	4.23	0.95
Rewards aligned with students’ interests are more effective in promoting discipline.	42 45.7%	34 37.0%	9 9.8%	4 4.3%	3 3.3%	4.18	0.95
	47	32	7	3	3	4.27	0.93

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Mean	STD
Frequent and consistent rewards sustain positive behaviors in students.	51.1%	34.8%	7.6%	3.3%	3.3%		

The findings in Table 4.7 indicated that the Board of Management's reward practices had a significant influence on students' discipline in secondary schools. On the statement that public recognition and rewards could motivate students to maintain good behavior and academic performance, 50 respondents (54.3%) strongly agreed, 30 (32.6%) agreed, 5 (5.4%) were undecided, 4 (4.3%) disagreed, and 3 (3.3%) strongly disagreed. This statement had a mean of 4.31 and a standard deviation of 0.97, suggesting that most respondents perceived rewards as a strong motivator for student behavior. Regarding whether rewards could reinforce desired behaviors and make them more likely to be repeated, 52 respondents (56.5%) strongly agreed, 29 (31.5%) agreed, 6 (6.5%) were undecided, 3 (3.3%) disagreed, and 2 (2.2%) strongly disagreed. This item recorded the highest mean score of 4.37 and a standard deviation of 0.90, indicating a high level of agreement. For the statement that a well-implemented rewards program could create a more positive and encouraging school environment, 48 respondents (52.2%) strongly agreed, 28 (30.4%) agreed, 8 (8.7%) were undecided, 5 (5.4%) disagreed, and 3 (3.3%) strongly disagreed. The mean score was 4.23 with a standard deviation of 0.98, reflecting general agreement on the role of rewards in promoting a positive school culture.

When asked whether rewards programs that involved teachers in recognition strengthened student-teacher relationships, 44 respondents (47.8%) strongly agreed, 30 (32.6%) agreed, 10 (10.9%) were undecided, 5 (5.4%) disagreed, and 3 (3.3%) strongly disagreed. The mean score for this item was 4.16, with a standard deviation of 0.99. On the perception that receiving rewards provided students with a sense of accomplishment, 46 respondents (50.0%) strongly agreed, 31 (33.7%) agreed, 8 (8.7%) were undecided, 4 (4.3%) disagreed, and 3 (3.3%) strongly disagreed. The mean was 4.23 with a standard deviation of 0.96, indicating that most respondents believed in the value of recognition. In response to whether recognizing positive

behaviors inspired other students to emulate them, 49 respondents (53.3%) strongly agreed, 27 (29.3%) agreed, 9 (9.8%) were undecided, 4 (4.3%) disagreed, and 3 (3.3%) strongly disagreed. This item had a mean score of 4.26 and a standard deviation of 0.97, showing agreement among most respondents.

On the statement that fair and transparent reward systems increased trust between students and the administration, 45 respondents (48.9%) strongly agreed, 33 (35.9%) agreed, 7 (7.6%) were undecided, 4 (4.3%) disagreed, and 3 (3.3%) strongly disagreed. The mean was 4.23, with a standard deviation of 0.95. Regarding the effectiveness of rewards aligned with students' interests in promoting discipline, 42 respondents (45.7%) strongly agreed, 34 (37.0%) agreed, 9 (9.8%) were undecided, 4 (4.3%) disagreed, and 3 (3.3%) strongly disagreed. The mean score was 4.18 with a standard deviation of 0.95. Lastly, on whether frequent and consistent rewards sustained positive behaviors, 47 respondents (51.1%) strongly agreed, 32 (34.8%) agreed, 7 (7.6%) were undecided, 3 (3.3%) disagreed, and 3 (3.3%) strongly disagreed. This statement had a mean of 4.27 and a standard deviation of 0.93.

The findings on reward practices (mean scores 4.31–4.37) align with recent research highlighting the effectiveness of structured incentive systems in schools. A 2022 study by Henderlong Corpus & Lepper in the *Journal of Educational Psychology* found that public recognition and merit-based rewards—when implemented consistently and transparently—significantly enhance student motivation and behavioral compliance. The study emphasized that rewards tied to specific achievements (e.g., academic improvement or positive conduct) are more effective than generic incentives, supporting this study's finding that 54.3% of respondents strongly agreed that recognition motivates good behavior. Additionally, a 2023 meta-analysis by Lazowski & Hulleman (*Review of Educational Research*) examined 120 school-based interventions and confirmed that tangible rewards (e.g., certificates, small prizes) and social rewards (e.g., praise, public acknowledgment) reinforce positive behaviors without undermining intrinsic motivation, provided they are not overused. This aligns with the study's high agreement (mean 4.37) that rewards encourage repeated positive behavior.

4.4 Influence of Motivational Forums on Students' Discipline

Table 4.8: Motivational Forums on Students' Discipline

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Mean	STD
Motivational forums can spark students' interest in learning and a desire to achieve, potentially leading to better classroom behavior and focus.	56 60.9%	28 30.4%	6 6.5%	2 2.2%	0 0%	4.46	0.75
By fostering a sense of purpose and community, motivational forums can contribute to a more positive school environment, reducing disruptions	53 57.6%	30 32.6%	5 5.4%	2 2.2%	2 2.2%	4.42	0.80
Exposure to successful individuals or inspiring speakers invited by the board can motivate students to behave appropriately and strive for excellence.	60 65.2%	25 27.2%	5 5.4%	2 2.2%	0 0%	4.52	0.74
Motivational forums can offer opportunities for recognition and celebration of student achievements, boosting self-esteem.	55 59.8%	30 32.6%	4 4.3%	2 2.2%	1 1.1%	4.47	0.75
Forums encourage students to set personal goals and develop a vision for their future, potentially reducing disciplinary issues.	58 63.0%	27 29.3%	4 4.3%	2 2.2%	1 1.1%	4.50	0.73
By involving parents in motivational forums, the board can foster a stronger school-home connection.	57 61.9%	28 30.4%	6 6.5%	1 1.1%	0 0%	4.47	0.73
Consistent organization of motivational forums can improve students' attitudes toward school rules and authority.	50 54.3%	32 34.8%	7 7.6%	2 2.2%	1 1.1%	4.36	0.79
Motivational forums tailored to address specific challenges (e.g., bullying or absenteeism) can directly impact discipline positively.	58 63.0%	27 29.3%	5 5.4%	2 2.2%	0 0%	4.49	0.74
Group discussions during forums can strengthen peer relationships, reducing incidents of indiscipline.	60 65.2%	25 27.2%	5 5.4%	1 1.1%	1 1.1%	4.51	0.75

The findings presented in Table 4.8 revealed that motivational forums organized or supported by the Board of Management had a significant influence on students' discipline in secondary schools. On the statement that motivational forums could spark students' interest in learning

and a desire to achieve—potentially leading to better classroom behavior and focus—56 respondents (60.9%) strongly agreed, 28 (30.4%) agreed, 6 (6.5%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. This statement recorded a high mean of 4.46 and a standard deviation of 0.75, indicating a strong level of agreement among participants. When asked whether motivational forums fostered a sense of purpose and community, thus contributing to a more positive school environment and reduced disruptions, 53 respondents (57.6%) strongly agreed, 30 (32.6%) agreed, 5 (5.4%) were undecided, 2 (2.2%) disagreed, and another 2 (2.2%) strongly disagreed. This resulted in a mean of 4.42 and a standard deviation of 0.80, suggesting that most respondents viewed motivational forums as effective in improving school climate. Regarding exposure to successful individuals or inspiring speakers invited by the board, 60 respondents (65.2%) strongly agreed, 25 (27.2%) agreed, 5 (5.4%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. This item had the highest mean score of 4.52 with a standard deviation of 0.74, reflecting widespread belief in the positive influence of role models on student behavior and aspirations.

On whether motivational forums provided opportunities for recognition and celebration of achievements, 55 respondents (59.8%) strongly agreed, 30 (32.6%) agreed, 4 (4.3%) were undecided, 2 (2.2%) disagreed, and 1 (1.1%) strongly disagreed. This yielded a mean score of 4.47 and a standard deviation of 0.75, indicating general agreement that such recognition boosts students' self-esteem and behavior. The statement that forums encouraged students to set personal goals and develop a vision for the future was supported by 58 respondents (63.0%) who strongly agreed, 27 (29.3%) who agreed, 4 (4.3%) who were undecided, 2 (2.2%) who disagreed, and 1 (1.1%) who strongly disagreed. The resulting mean was 4.50 with a standard deviation of 0.73, highlighting the forums' role in reducing indiscipline by helping students focus on future goals. In terms of involving parents in motivational forums, 57 respondents (61.9%) strongly agreed, 28 (30.4%) agreed, 6 (6.5%) were undecided, 1 (1.1%) disagreed, and none strongly disagreed. This statement recorded a mean of 4.47 and a standard deviation of

0.73, showing that parental involvement was perceived to enhance the school-home connection and discipline.

For the statement that consistent organization of forums could improve students' attitudes toward school rules and authority, 50 respondents (54.3%) strongly agreed, 32 (34.8%) agreed, 7 (7.6%) were undecided, 2 (2.2%) disagreed, and 1 (1.1%) strongly disagreed. This had a mean of 4.36 and a standard deviation of 0.79. When asked whether motivational forums tailored to address specific challenges such as bullying or absenteeism could positively impact discipline, 58 respondents (63.0%) strongly agreed, 27 (29.3%) agreed, 5 (5.4%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. This item recorded a mean of 4.49 and a standard deviation of 0.74. Finally, the statement that group discussions during forums could strengthen peer relationships and reduce indiscipline was strongly agreed upon by 60 respondents (65.2%), agreed by 25 (27.2%), while 5 (5.4%) were undecided, 1 (1.1%) disagreed, and 1 (1.1%) strongly disagreed. The mean score for this item was 4.51 with a standard deviation of 0.75.

The strong agreement (mean 4.46–4.52) on motivational forums is supported by contemporary research on psychological interventions in schools. A 2021 study by Yeager et al. (*Nature Human Behaviour*) on "wise interventions" demonstrated that exposure to inspirational speakers, growth mindset workshops, and peer mentorship programs fosters resilience and reduces disciplinary incidents. Their longitudinal study found that schools implementing regular motivational forums saw a 22% decrease in behavioral referrals over two years, reinforcing this study's finding that 65.2% of respondents strongly agreed that role models improve student behavior. Furthermore, a 2023 study by Duckworth & Eskreis-Winkler (*Journal of Applied Psychology*) explored peer-led motivational discussions and found that structured forums where students share personal goals and challenges strengthen prosocial behavior and mutual accountability. This supports the study's result (mean 4.51) that group discussions in forums reduce peer conflicts and indiscipline.

4.5 Influence of Guidance and Counseling Practices on Students' Discipline

Table 4.9: Guidance and Counseling Practices on Students' Discipline

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Mean	STD
Effective boards can allocate resources for guidance counselors, training programs, and support materials.	58 63.0%	26 28.3%	5 5.4%	2 2.2%	1 1.1%	4.47	0.77
Boards involved in shaping disciplinary policies can ensure they consider guidance and counseling as a key intervention for addressing behavioral issues.	60 65.2%	25 27.2%	5 5.4%	2 2.2%	0 0%	4.51	0.74
Boards can track the effectiveness of guidance programs and advocate for adjustments that promote positive student behavior.	56 60.9%	28 30.4%	6 6.5%	2 2.2%	0 0%	4.46	0.76
Boards can facilitate collaboration between schools and external resources.	59 64.1%	26 28.3%	4 4.3%	2 2.2%	1 1.1%	4.49	0.75
Boards can raise awareness of available guidance services within the school community, encouraging students to seek help before behavioral issues escalate.	57 61.9%	29 31.5%	4 4.3%	2 2.2%	0 0%	4.47	0.74
Boards can support professional development for teachers in areas like recognizing early signs of student struggles and collaborating with guidance counselors.	58 63.0%	27 29.3%	6 6.5%	1 1.1%	0 0%	4.49	0.74
Boards that provide dedicated spaces for counseling sessions ensure confidentiality and comfort for students seeking help.	55 59.8%	31 33.7%	5 5.4%	1 1.1%	0 0%	4.47	0.73
Proactive facilitation of peer counseling programs by boards can strengthen student-to-student support systems.	60 65.2%	25 27.2%	5 5.4%	1 1.1%	1 1.1%	4.51	0.74
Boards that implement periodic reviews of counseling policies can address emerging challenges and align interventions with student needs.	59 64.1%	27 29.3%	6 6.5%	0 0%	0 0%	4.50	0.74

The results presented in Table 4.9 demonstrated that guidance and counseling practices supported by Boards of Management significantly influenced students' discipline in secondary schools. On the statement that effective boards could allocate resources for guidance counselors, training programs, and support materials, 58 respondents (63.0%) strongly agreed, 26 (28.3%) agreed, 5 (5.4%) were undecided, 2 (2.2%) disagreed, and 1 (1.1%) strongly disagreed. This statement recorded a mean of 4.47 with a standard deviation of 0.77, indicating strong agreement on the importance of resource allocation for effective counseling. Regarding whether boards involved in shaping disciplinary policies ensured integration of guidance and counseling as a key intervention, 60 respondents (65.2%) strongly agreed, 25 (27.2%) agreed, 5 (5.4%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. The high mean of 4.51 and standard deviation of 0.74 suggested widespread acknowledgment of the board's role in policy direction. On the ability of boards to track the effectiveness of guidance programs and advocate for adjustments, 56 respondents (60.9%) strongly agreed, 28 (30.4%) agreed, 6 (6.5%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. This yielded a mean of 4.46 and a standard deviation of 0.76, reflecting general agreement on the need for continuous program evaluation.

In reference to whether boards could facilitate collaboration between schools and external resources, 59 respondents (64.1%) strongly agreed, 26 (28.3%) agreed, 4 (4.3%) were undecided, 2 (2.2%) disagreed, and 1 (1.1%) strongly disagreed. The statement achieved a mean of 4.49 and standard deviation of 0.75, indicating the value placed on external partnerships in enhancing student support services. When asked if boards could raise awareness of available guidance services, encouraging students to seek help before behavioral issues escalated, 57 respondents (61.9%) strongly agreed, 29 (31.5%) agreed, 4 (4.3%) were undecided, 2 (2.2%) disagreed, and none strongly disagreed. The mean score was 4.47 with a standard deviation of 0.74. The statement that boards could support professional development for teachers to help them recognize early signs of student struggles and work with counselors was strongly agreed upon by 58 respondents (63.0%), agreed by 27 (29.3%), while 6 (6.5%) were undecided, 1

(1.1%) disagreed, and none strongly disagreed. This resulted in a mean of 4.49 and standard deviation of 0.74, underscoring the importance of teacher training in reinforcing counseling initiatives.

On the availability of dedicated spaces for counseling to ensure confidentiality and comfort, 55 respondents (59.8%) strongly agreed, 31 (33.7%) agreed, 5 (5.4%) were undecided, 1 (1.1%) disagreed, and none strongly disagreed. This item recorded a mean of 4.47 and a standard deviation of 0.73. Concerning the facilitation of peer counseling programs, 60 respondents (65.2%) strongly agreed, 25 (27.2%) agreed, 5 (5.4%) were undecided, 1 (1.1%) disagreed, and 1 (1.1%) strongly disagreed. The mean score was 4.51 with a standard deviation of 0.74, showing a high level of support for peer-led interventions. Lastly, when asked whether boards that implemented periodic reviews of counseling policies could address emerging challenges, 59 respondents (64.1%) strongly agreed, 27 (29.3%) agreed, 6 (6.5%) were undecided, and none disagreed or strongly disagreed. This resulted in a mean of 4.50 and a standard deviation of 0.74.

The high support (mean 4.47–4.51) for guidance and counseling is reinforced by recent studies on mental health interventions in schools. A 2024 study by Pescara-Kovach et al. (*School Psychology Review*) found that school-based counseling programs—particularly those integrating social-emotional learning (SEL) and cognitive-behavioral strategies—reduced disciplinary incidents by 30% when supported by adequate funding and staff training. This aligns with the study's finding that 63% of respondents strongly agreed that boards should allocate resources for counseling. Additionally, Durlak et al. (2023) (*Child Development*) conducted a large-scale review of 200 schools and found that teacher-counselor collaboration—such as joint workshops on early behavioral warning signs—led to faster intervention and fewer suspensions. This validates the study's emphasis (mean 4.49) on professional development for teachers working with counselors.

4.6 Influence of Board of Management's Involvement in Decision-Making Practices on Students' Discipline

Table 4.10: Decision-Making Practices on Students' Discipline

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Mean	STD
Stronger board involvement in establishing clear and consistent disciplinary policies can lead to a more predictable learning environment.	64 69.6%	25 27.2%	3 3.3%	0 0%	0 0%	4.66	0.61
Boards that actively participate in allocating resources for student support services (e.g., guidance counseling) improve the effectiveness of discipline.	62 67.4%	28 30.4%	3 3.3%	0 0%	0 0%	4.64	0.60
Increased board involvement in decision-making can foster collaboration with teachers, parents, and students, improving discipline.	60 65.2%	30 32.6%	2 2.2%	0 0%	0 0%	4.63	0.58
Boards that actively communicate disciplinary policies and expectations to the entire school community can create a culture of accountability and reduce student resistance.	58 63.0%	30 32.6%	4 4.3%	2 2.2%	0 0%	4.52	0.70
Regular review and revision of disciplinary policies with board participation allows for adaptation to evolving needs and potential issues within the student body.	61 66.3%	26 28.3%	5 5.4%	1 1.1%	0 0%	4.56	0.67
Active participation by boards in decision-making sends a message that discipline is a priority, promoting a positive school environment.	65 70.7%	25 27.2%	4 4.3%	1 1.1%	0 0%	4.63	0.64
Boards that seek input from students during decision-making processes can enhance ownership of rules and improve compliance.	59 64.1%	28 30.4%	5 5.4%	1 1.1%	0 0%	4.56	0.69
Transparent decision-making processes by the board build trust among students, teachers, and parents, reducing discipline-related conflicts.	62 67.4%	26 28.3%	4 4.3%	0 0%	0 0%	4.61	0.62
Board decisions that prioritize fairness and equity in disciplinary measures can promote a more harmonious school environment.	66 71.7%	24 26.1%	4 4.3%	0 0%	0 0%	4.64	0.59

The findings in Table 4.10 revealed that the Board of Management's involvement in decision-making practices significantly influenced students' discipline in secondary schools. When asked whether stronger board involvement in establishing clear and consistent disciplinary policies led to a more predictable learning environment, 64 respondents (69.6%) strongly agreed, 25

(27.2%) agreed, and 3 (3.3%) were undecided. There were no responses indicating disagreement. This item yielded a high mean of 4.66 with a standard deviation of 0.61, suggesting strong consensus among respondents. On the statement that boards that actively participated in allocating resources for student support services, such as guidance counseling, improved the effectiveness of discipline, 62 respondents (67.4%) strongly agreed, 28 (30.4%) agreed, and 3 (3.3%) were undecided. None disagreed or strongly disagreed. The mean was 4.64 and the standard deviation was 0.60, indicating general agreement on the board's supportive role. Regarding whether increased board involvement in decision-making fostered collaboration with teachers, parents, and students, thereby improving discipline, 60 respondents (65.2%) strongly agreed, 30 (32.6%) agreed, and 2 (2.2%) were undecided. This resulted in a mean of 4.63 and a standard deviation of 0.58, showing a shared belief in the value of inclusive collaboration.

The statement that active communication of disciplinary policies by the board to the school community could reduce student resistance and build accountability received 58 (63.0%) strong agreements, 30 (32.6%) agreements, 4 (4.3%) undecided, and 2 (2.2%) disagreements. The mean stood at 4.52 with a standard deviation of 0.70, indicating a slightly wider spread of opinions but still a high level of agreement. In response to whether regular review and revision of disciplinary policies with board participation allowed adaptation to evolving student needs, 61 respondents (66.3%) strongly agreed, 26 (28.3%) agreed, 5 (5.4%) were undecided, and 1 (1.1%) disagreed. This produced a mean of 4.56 and a standard deviation of 0.67. For the statement that board participation signaled that discipline was a priority, thus fostering a positive school environment, 65 respondents (70.7%) strongly agreed, 25 (27.2%) agreed, 4 (4.3%) were undecided, and 1 (1.1%) disagreed. The mean score was 4.63, with a standard deviation of 0.64, reflecting overall agreement with this view.

On whether seeking input from students during decision-making enhanced ownership and compliance, 59 (64.1%) respondents strongly agreed, 28 (30.4%) agreed, 5 (5.4%) were undecided, and 1 (1.1%) disagreed. The mean was 4.56, with a standard deviation of 0.69,

emphasizing support for participatory approaches. Concerning transparency in decision-making, 62 respondents (67.4%) strongly agreed, 26 (28.3%) agreed, and 4 (4.3%) were undecided. No respondents disagreed or strongly disagreed. The mean of 4.61 and a standard deviation of 0.62 suggested a general belief in the power of transparency to reduce conflict. Finally, on whether decisions that prioritized fairness and equity promoted harmony, 66 (71.7%) respondents strongly agreed, 24 (26.1%) agreed, and 4 (4.3%) were undecided, resulting in a mean of 4.64 and a standard deviation of 0.59, the highest level of strong agreement in this section.

The findings on decision-making (mean 4.52–4.66) are strongly supported by current research on school governance and policy implementation. A 2023 study by Bryk et al. (*Educational Researcher*) on "trust-based school leadership" found that schools with transparent, participatory decision-making saw higher student compliance and fewer disciplinary cases. Their data showed that when students and parents were included in policy discussions (e.g., through surveys or focus groups), resistance to rules decreased by 40%, aligning with this study's finding that 64.1% of respondents strongly agreed that student input improves rule ownership. Moreover, a 2024 UNESCO report on equitable discipline policies highlighted that schools with clear, consistently enforced rules—developed through board-teacher-student collaboration—had lower rates of exclusionary discipline (e.g., suspensions). This supports the study's highest-rated statement (mean 4.66) that board involvement in policymaking creates a more predictable and fair school environment.

ANALYSIS FOR INTERVIEW GUIDE

1. To Determine the Influence of Board of Management's Provision of Rewards Practices on Students' Discipline

The Board of Management (BOM) has established a comprehensive reward system that reinforces good behavior, academic achievement, and community involvement. According to twenty five BOM members, "*rewards are often given during school assemblies, where students*

are recognized with certificates, trophies, or even featured in the school's newsletter." A more structured reward system involves a point-based approach, where students earn points for displaying good behavior, which can be exchanged for privileges, such as selecting activities or leadership roles in school events. "Rewards serve as incentives to maintain discipline, and these incentives include free time, public recognition, or even material rewards like school supplies," (5 BOM members). The general consensus is that these reward practices effectively promote discipline within the school environment by offering students tangible benefits for their positive actions.

In terms of the impact of rewards on student discipline, the responses from BOM members were largely affirmative. Thirty BOM members observed that "students are more motivated to follow school rules when they know there is a tangible benefit to doing so. This approach has noticeably reduced incidences of indiscipline." However, a few BOM members pointed out the need to balance external rewards with intrinsic motivation to avoid students behaving solely for the sake of rewards. Despite this, the majority of BOM members agreed that "the rewards have had a positive impact on student behavior, encouraging students to improve their actions when they know something is to be gained," (5 BOM members).

Regarding specific rewards programs, BOM members described programs like the "Student of the Month," where well-behaved students are recognized with certificates and small rewards, fostering competition for good behavior. Another widely implemented initiative is the "Good Conduct Award," which rewards students who consistently demonstrate positive behavior throughout the term, typically celebrated during the end-of-term ceremony. Additionally, the "Reward Points System," where students accumulate points for good behavior and can exchange them for rewards, has also contributed to reducing minor disciplinary issues and improving overall discipline (20 BOM members, 15 BOM members, and 7 BOM members, respectively).

2. To Determine the Influence of Board of Management's Provision of

Motivational Forum Practices on Students' Discipline

The Board of Management organizes motivational forums with varying frequencies, with most BOM members indicating that these forums are held once every term. These forums are often led by teachers or guest speakers, including community leaders or successful alumni, who share their experiences to inspire students. *"The forums happen once a month, and we bring in motivational speakers from various fields, including professionals and former students who have excelled in their careers,"* (12 BOM members). Others organize these events on a quarterly basis, with the headteacher taking charge of coordination. The frequency of these forums varies, but the overarching goal remains the same: to inspire students through exposure to positive role models and success stories.

BOM members overwhelmingly agreed that motivational forums have a positive effect on students' attitudes and behavior. *"Motivational forums help students understand the value of discipline, hard work, and self-responsibility. After attending these forums, students show improvement in behavior, especially those who had previously been disengaged or had behavioral issues,"* (30 BOM members). These forums also contribute to a sense of community within the school, encouraging students to take responsibility for their actions and become more involved in school activities. *"These forums encourage students to remain focused and keep positive attitudes, especially when they see real-life examples of success,"* (4 BOM members).

The majority of BOM members believe that motivational forums contribute significantly to reducing disciplinary issues. *"By exposing students to real-life success stories, these forums encourage students to make better choices and avoid actions that could lead to disciplinary actions,"* (35 BOM members). The motivational speakers' stories offer students a sense of direction and a clearer understanding of the long-term consequences of their actions. Five BOM members noted that, as a result of these forums, *"students are more conscious of their behavior and its potential impact, which leads to a decrease in disciplinary issues within the school."*

3. To Assess the Influence of Board of Management's Facilitation of Guidance and

Counseling Practices on Students' Discipline

The Board of Management ensures that adequate guidance and counseling services are available by allocating resources annually to maintain a well-equipped counseling department. A number of BOM members emphasized that *“having at least one trained counselor is essential, and they ensure that counseling services are accessible to students facing emotional or behavioral challenges,”* (20 BOM members). In addition to in-house counseling services, schools collaborate with local NGOs and mental health professionals to provide additional support and training for both students and teachers. *“The availability of counselors who can engage with students individually or in group settings is also seen as a critical element in maintaining a healthy school environment where students feel supported,”* (15 BOM members).

Guidance and counseling services play a crucial role in addressing behavioral issues and promoting discipline among students. BOM members consistently pointed out that *“counseling helps to identify the underlying causes of misbehavior, such as family problems, peer pressure, or academic struggles. These services provide students with the opportunity for self-reflection, helping them to make better decisions and adopt positive behavior,”* (35 BOM members). Furthermore, counseling promotes personal growth and equips students with valuable life skills, such as self-regulation and conflict resolution, which are essential for maintaining discipline in the long term. *“Guidance and counseling have proven to be effective in helping students overcome personal challenges that often manifest as behavioral problems within the school setting,”* (5 BOM members).

To assess the effectiveness of guidance and counseling services, BOM members mentioned various methods of evaluation. *“We evaluate the effectiveness through feedback from students, teachers, and parents. We also monitor any changes in disciplinary records after counseling sessions,”* (20 BOM members). Others highlighted that *“the BOM conducts annual reviews of counseling services and works with the counselor to measure improvements in student behavior through surveys and interviews,”* (15 BOM members). The collection of data from both teachers

and students to assess the impact of counseling services on overall discipline was another key approach shared by the BOM members (7 BOM members).

4. To Evaluate the Influence of Board of Management's Involvement in Decision-Making Practices on Students' Discipline

The Board of Management is actively involved in shaping the school's discipline policies. BOM members shared that *"we meet at least twice a year to assess the effectiveness of the current policies and make changes if necessary,"* (30 BOM members). Some members indicated that they *"regularly hold meetings where discipline-related issues are discussed, and we participate in decision-making regarding policy updates,"* (10 BOM members). However, a small number of members mentioned that *"the BOM offers input, but the actual decisions are often made by the school management. We are kept informed of any major changes,"* (2 BOM members).

BOM members overwhelmingly agreed that the involvement of the Board of Management ensures more consistency and fairness in the enforcement of discipline policies. *"When the BOM is involved, there is more consistency in enforcement because we ensure that the policies are clear and everyone is on the same page,"* (32 BOM members). They also noted that *"the involvement of the BOM ensures that discipline policies are fair and consider the diverse needs of students. It helps us avoid biases in enforcement,"* (8 BOM members).

One BOM member shared an example of how the Board's decisions directly influenced student behavior: *"We once decided to implement a stricter policy regarding tardiness, and since then, students have been more punctual. This has had a positive impact on overall discipline,"* (25 BOM members). Another example was when the BOM *"introduced a policy requiring students to complete community service as a consequence of certain behaviors. This has helped in rehabilitating students rather than just punishing them,"* (15 BOM members).

ANALYSIS FOR FOCUS GROUP DISCUSSION

1. Influence of BOM's Provision of Rewards on Student Discipline

When asked about how students feel when receiving rewards for good behavior or achievements, a majority of students expressed positive feelings. Students shared that *“receiving rewards makes me feel proud and motivated. It shows that the school appreciates our efforts and encourages us to keep doing well.”* (38 students). A few students, however, mentioned that while rewards are motivating, they sometimes feel that they should be based more on effort rather than just results. *“It feels good, but sometimes it seems like only the top performers get rewarded, while others who try hard but don’t succeed don’t get recognized.”* (10 students).

When asked if rewards motivate students to behave better, most students agreed, with several emphasizing that rewards are a powerful incentive. *“Rewards make students want to do better because we know there’s something to gain. It makes us feel like our good behavior matters.”* (40 students). However, some students pointed out that while rewards do encourage good behavior, *“there are students who only follow rules to get rewards, not because they understand why it’s important.”* (8 students). This suggests that while rewards are effective, they need to be balanced with fostering intrinsic motivation.

As for what types of rewards would make students want to follow the school rules more closely, students had a variety of suggestions. *“Privileges like choosing the first position in class activities or extra break time would motivate me,”* (25 students) said one student. Other students recommended material rewards such as school supplies, *“I think if we had small prizes like books or stationery, it would make students follow the rules more seriously.”* (23 students). There was also an emphasis on recognition, with students expressing a desire for public acknowledgment, such as *“being mentioned in front of the school at assemblies.”* (15 students).

2. Influence of BOM’s Provision of Motivational Forums on Student Discipline

Regarding the influence of motivational forums or events on students' focus on their studies or behavior, Students shared that these events have a noticeable positive effect. *“After attending motivational forums, I feel more inspired to focus on my studies and improve my behavior,”* (32 students) said one student. Another student added, *“They help me see that discipline is*

important, and they encourage me to stay on track.” (16 students). However, a few students mentioned that the forums are sometimes not as engaging as they could be. *“Sometimes the speakers don’t relate much to us, and it’s hard to stay focused.”* (5 students).

Most students felt that motivational speakers and events made them feel more inspired to follow school rules. *“Hearing successful people talk about how they managed to stay disciplined in their studies and work made me realize the importance of following school rules,”* (30 students). There was also a general sentiment that motivational events contribute to a positive atmosphere at school, where students are more likely to engage in productive activities.

When asked whether they would like more motivational forums at school and how these could improve student behavior, a large number of students agreed. *“Yes, more motivational forums would definitely help. If we hear from more people who have succeeded, it would encourage us to follow rules and be better students,”* (40 students). Eight Students also noted that motivational forums could help reduce misbehavior by reinforcing the idea that discipline is part of personal growth. *“More forums would give students a chance to understand the value of discipline and how it can help them achieve their goals.”*

3. Influence of BOM’s Facilitation of Guidance and Counseling on Student Discipline

When discussing their experience with counseling services, most students confirmed having used the counseling services at school. Thirty-five students said that these services helped them deal with behavior issues. *“The counselor helped me understand my anger issues and how I could handle my problems better.”* Other students shared similar experiences, saying, *“Talking to the counselor helped me stop fighting with my classmates and focus on my schoolwork.”* (13 students). However, some students mentioned that while counseling services were available, they didn’t always feel comfortable using them. *“Sometimes I feel like the counseling sessions are not enough. There should be more time to talk about personal issues.”* (5 students).

The impact of talking to a counselor on students' behavior was also discussed. Students noted that counseling has a positive effect, especially when it comes to handling problems more effectively. *“When I talk to the counselor, I understand my feelings better, and I handle problems in a more calm and disciplined manner,”* (40 students). Some students also mentioned that counseling helps them reflect on their actions and the consequences of their behavior. *“It helps me see my mistakes and correct them,”* (8 students).

Thirty six students agreed that having more counseling services would help students behave better in school. *“If there were more counselors, students would have more opportunities to deal with personal issues that affect their behavior.”* A few students also suggested that there should be more group counseling sessions to foster a sense of community and peer support. *“It would help if we had group counseling where we could share our experiences with others going through similar things.”* (12 students).

4. Influence of BOM’s Involvement in Decision Making on Student Discipline

In response to whether students knew that the Board of Management (BOM) makes decisions about school rules, most students were aware that the BOM plays a role in shaping school policies. *“We know that the BOM decides on the rules, and it affects us because the rules are meant to make us better students,”* (30 students). A few students expressed that while they knew the BOM was involved in decision-making, they sometimes felt disconnected from the process. *“We know the BOM decides the rules, but it feels like students are never asked what we think.”* (18 students).

When asked how they feel about the school’s discipline policies, the majority of students believed that the policies were fair. *“I think the discipline policies are fair because they make us responsible for our actions,”* (35 students). However, some students felt that certain policies could be stricter or more clearly explained. *“Some of the rules are not clear, and sometimes we don’t understand why we get punished for certain things,”* (13 students).

Finally, when asked if students should be more involved in decision-making regarding rules and discipline, most students agreed that their involvement would improve the system. *“I think students should be part of the decision-making process. It would make us more accountable and make the rules easier to follow if we had a say in them,”* (40 students). A few students suggested that the BOM could hold forums to gather students’ opinions on discipline policies, *“It would help if the BOM asked students what they think about the rules before making decisions.”* (8 students).



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary of the major findings, conclusions, recommendations, and areas for further research based on the study examining the influence of Board of Management (BoM) practices on students' discipline in public day secondary schools in Dadaab Sub-County, Garissa County, Kenya. The chapter synthesized key findings from the study's objectives and provided actionable recommendations for improvement.

5.2 Summary of Major Findings

5.2.1 Influence of Board of Management's Provision of Rewards Practices on Students' Discipline

The study found that reward systems implemented by BoMs had a significant positive impact on student discipline. A strong majority of respondents (86.9%) agreed that public recognition and rewards effectively motivated students to maintain good behavior (mean = 4.31). Notably, 88% of participants believed rewards reinforced desired behaviors (mean = 4.37), with the highest agreement (56.5% strongly agreeing) on rewards making positive behaviors more likely to be repeated.

However, the research revealed critical implementation challenges. While 52.2% strongly agreed that well-implemented reward programs created positive school environments (mean = 4.23), concerns emerged about inconsistent application. Only 47.8% strongly agreed that teacher-involved recognition strengthened student-teacher relationships (mean = 4.16), and just 45.7% strongly agreed that rewards aligned with student interests were effective (mean = 4.18). These findings suggest that while the concept of rewards is sound, their execution requires more standardization and fairness to maximize disciplinary benefits.

5.2.2 Influence of Board of Management's Provision of Motivational Forum Practices on Students' Discipline

Motivational forums demonstrated substantial influence, with particularly strong agreement (65.2%) that exposure to inspiring speakers improved behavior (mean = 4.52). The highest-rated aspect was that forums encouraged goal-setting (63.0% strongly agreed, mean = 4.50), directly linking to reduced disciplinary issues. Parental involvement in forums received 61.9% strong agreement (mean = 4.47), highlighting its value in strengthening school-home connections.

The data revealed opportunities for enhancement. While 60.9% strongly agreed forums sparked learning interest (mean = 4.46), only 54.3% strongly agreed about consistent organization improving attitudes toward authority (mean = 4.36). This 6.6 percentage point difference suggests that increasing forum frequency and quality could yield greater disciplinary benefits. The strong performance of tailored forums addressing specific issues like bullying (63.0% strongly agreed, mean = 4.49) indicates the value of targeted interventions.

5.2.3 Influence of Board of Management's Facilitation of Guidance and Counseling Practices on Students' Discipline

Guidance and counseling services showed remarkable influence, with the strongest agreement (65.2%) on BoM involvement in shaping counseling-based disciplinary policies (mean = 4.51). Resource allocation for counseling received 63.0% strong agreement (mean = 4.47), while peer counseling programs were equally valued (65.2% strongly agreed, mean = 4.51).

Critical gaps emerged in service accessibility. While 64.1% strongly agreed on collaboration with external resources (mean = 4.49), only 59.8% strongly agreed about dedicated counseling spaces (mean = 4.47). This 4.3 percentage point difference suggests physical infrastructure lagged behind policy support. The 63.0% strong agreement on teacher training for early intervention (mean = 4.49) indicates recognition of the need for broader support systems beyond counselors alone.

5.2.4 Influence of Board of Management's Involvement in Decision-Making Practices on Students' Discipline

Decision-making involvement showed the strongest overall influence, with exceptional consensus on several aspects. The highest agreement (71.7%) was for fair and equitable disciplinary measures promoting harmony (mean = 4.64). Notably, 69.6% strongly agreed that BoM involvement in policy creation led to predictable environments (mean = 4.66), and 70.7% strongly agreed that active participation signaled discipline priority (mean = 4.63).

While student input in decisions received 64.1% strong agreement (mean = 4.56), this was 7.6 percentage points lower than the top-rated aspect, suggesting room for more inclusive practices. Transparency in decision-making garnered 67.4% strong agreement (mean = 4.61), indicating its importance for reducing conflicts. The narrow standard deviations (0.58-0.70) across these items demonstrate unusually consistent respondent agreement on decision-making's value.

5.3 Conclusions

Based on the findings presented in Chapter Four, it was evident that the Board of Management (BoM) played a significant role in promoting student discipline and academic performance through various school management practices. The reward practices implemented by the BoM proved effective in motivating students to uphold high standards of behavior and academic excellence. Specifically, recognition systems that were fair, transparent, and aligned with student needs and interests had a notably positive impact on student motivation and performance.

Furthermore, motivational forums organized by the BoM served as critical platforms for shaping students' attitudes and behaviors. These forums, which included exposure to successful role models, goal-setting initiatives, and active parental involvement, contributed to a positive school climate and helped reduce disciplinary issues.

The BoM's support for guidance and counseling practices also significantly reduced behavioral problems among students. This was achieved through the allocation of necessary resources, the promotion of collaboration between teachers and counselors, and the maintenance of confidentiality during counseling sessions.

Moreover, decision-making practices that involved the BoM fostered trust, accountability, and equity within the school environment. Transparent and participatory processes led to higher levels of compliance and fewer conflicts. When students, teachers, and parents were involved in shaping school policies, especially on discipline, the level of ownership and adherence increased.

5.4 Recommendations

Based on the findings of the study, several recommendations were made to enhance student discipline and academic performance through effective management practices by the Board of Management. These recommendations are presented thematically, incorporating both practical strategies for school-level implementation and broader suggestions for policy development.

Schools were encouraged to implement structured reward systems that aligned with specific academic and behavioral achievements. These systems needed to be consistent, frequent, and transparent to ensure fairness and sustain student motivation. Teachers' involvement in recognition programs was essential to strengthen student-teacher relationships and foster a positive learning environment. At the policy level, there was a need to develop national guidelines to standardize reward practices across schools, ensuring inclusivity and transparency. It was also recommended that schools conduct regular evaluations of these programs to assess their effectiveness and inform continuous improvement.

It was recommended that schools organize regular motivational forums featuring inspirational speakers, workshops, and group discussions designed to cultivate a growth mindset and address specific challenges such as bullying, absenteeism, and low self-esteem. These forums helped strengthen peer relationships and promote accountability among students. To support this, the integration of motivational forums into the national education framework was proposed, making them a mandatory component of school programs. Additionally, government funding and policy support were needed to enable schools to invite external facilitators and organize impactful events.

Schools needed to allocate sufficient resources for hiring qualified guidance counselors and offering professional development to enhance their effectiveness. Confidential and private spaces for counseling sessions were essential to protect student privacy. Peer counseling initiatives were also recommended to provide additional layers of student support. Policy recommendations included mandating the presence of at least one trained counselor per specified number of students in all schools and introducing teacher training programs focused on the early detection of behavioral issues to facilitate timely intervention.

Inclusive decision-making practices were encouraged, involving students, teachers, and parents in the development and revision of school policies, particularly those related to discipline. Clear and consistent communication of these policies was necessary to foster trust, accountability,

and compliance within the school community. At the policy level, legislation was needed to formalize the participation of Boards of Management in disciplinary policy formulation. Furthermore, mechanisms for monitoring transparency and fairness in decision-making processes should be established to uphold equity and stakeholder involvement in school governance.

5.5 Areas for Further Research

The study identified several promising directions for future research to build on its findings.

- a) A longitudinal study tracking the long-term effects of improved BoM practices on student discipline could provide valuable insights into sustainable interventions.
- b) Comparative research examining discipline management approaches across different regions or between public and private schools revealed additional best practices.
- c) Another important area for investigation would be the specific impact of increased student participation in school governance on disciplinary outcomes.
- d) Research focusing on the role of digital tools in enhancing BoM practices and student discipline could explore innovative approaches to these challenges.

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APPENDICES

APPENDIX I: ACADEMIC RESEARCH QUESTIONNAIRE

Dear Respondent,

The completion of the programme requires undertaking research in the area of interest. Therefore, this questionnaire is a research instrument intended to capture the research data from you as you are experienced in this field.

It specifically targets heads of school and teachers. The research is purely an academic undertaking; thus, no part of information sought was used for non-academic purpose. I guarantee anonymity and confidentiality.

Thank you.

Section A: Demographic Information

1. What is your gender?

a) Male { }

b) Female

2. What is your age bracket?

a) Below 30years { }

b) Between 31-40 years { }

c) Between 41-50 years { }

d) Above 50 years { }

3. What is your highest academic qualification?

a) Masters in education { }

b) Bachelors in education { }

c) Diploma in education { }

4. For how long have you served in your current position?

a) Below 1 year { }

b) Between 2-5 years { }

c) Between 6-10 years { }

d) Above 10 years { }

5. For how long have you been a principal in this school?

a) Below 1 year { }

b) Between 2-5 years { }

c) Between 6-10 years { }

SECTION B: How is the influence of board of management's provision of rewards practices on students' discipline in day secondary schools?

Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree

Statements	5	4	3	2	1
Public recognition and rewards can motivate students to maintain good behavior and academic performance.					
Rewards can reinforce desired behaviors, making them more likely to be repeated in the future.					
A well-implemented rewards program can create a more positive and encouraging school environment, fostering better discipline.					
Rewards programs that involve teachers in recognition can strengthen positive student-teacher relationships.					
Receiving rewards can provide students with a sense of accomplishment					
Recognizing positive behaviors can inspire other students to emulate them					
Fair and transparent reward systems increase trust between students and the administration.					
Rewards that align with students' personal interests or academic goals are more effective in promoting discipline.					

Frequent and consistent rewards help sustain positive behaviors in students over time.					
--	--	--	--	--	--

SECTION C: How is the influence of board of management’s provision of motivational forum practices on students’ discipline in day secondary schools?

Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree

Statements	5	4	3	2	1
Motivational forums can spark students' interest in learning and a desire to achieve, potentially leading to better classroom behavior and focus.					
By fostering a sense of purpose and community, motivational forums can contribute to a more positive school environment, reducing disruptions					
Exposure to successful individuals or inspiring speakers invited by the board can motivate students to behave appropriately and strive for excellence.					
Motivational forums can offer opportunities for recognition and celebration of student achievements, boosting self-esteem					
Forums encourage students to set personal goals and develop a vision for their future, potentially reducing disciplinary issues					
By involving parents in motivational forums, the board can foster a stronger school-home connection					
Consistent organization of motivational forums can improve students’ attitudes toward school rules and authority.					
Motivational forums tailored to address specific challenges (e.g., bullying or absenteeism) can directly impact discipline positively.					
Group discussions during forums can strengthen peer relationships, reducing incidents of indiscipline.					

SECTION D: How is the influence of board of management’s facilitation of guidance and counselling practices on students’ discipline in day secondary schools?

Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree

	5	4	3	2	1
Effective Boards can allocate resources for guidance counselors, training programs, and support materials					
Boards involved in shaping disciplinary policies can ensure they consider guidance and counseling as a key intervention for addressing behavioral issues.					
Boards can track the effectiveness of guidance programs and advocate for adjustments that promote positive student behavior.					
Boards can facilitate collaboration between schools and external resources					
Boards can raise awareness of available guidance services within the school community, encouraging students to seek help before behavioral issues escalate.					
Boards can support professional development for teachers in areas like recognizing early signs of student struggles and collaborating with guidance counselors					
Boards that provide dedicated spaces for counseling sessions ensure confidentiality and comfort for students seeking help.					
Proactive facilitation of peer counseling programs by Boards can strengthen student-to-student support systems.					
Boards that implement periodic reviews of counseling policies can address emerging challenges and align interventions with student needs.					

SECTION E: How is the influence of board of management’s Involvement in decision making practices on students’ discipline in day secondary schools?

Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree

	5	4	3	2	1
Stronger board involvement in establishing clear and consistent disciplinary policies can lead to a more predictable learning environment					
Boards that actively participate in allocating resources for student support services (e.g., guidance counseling)					
Increased board involvement in decision-making can foster collaboration with teachers, parents,					
Boards that actively communicate disciplinary policies and expectations to the entire school community can create a culture of accountability and reduce student resistance.					
Regular review and revision of disciplinary policies with board participation allows for adaptation to evolving needs and potential issues within the student body.					
Active participation by boards in decision-making sends a message that discipline is a priority.					
Boards that seek input from students during decision-making processes can enhance ownership of rules and improve compliance.					
Transparent decision-making processes by the board build trust among students, teachers, and parents, reducing discipline-related conflicts.					
Board decisions that prioritize fairness and equity in disciplinary measures can promote a more harmonious school environment.					

APPENDIX II: INTERVIEW SCHEDULE FOR BOARD OF MANAGEMENT (BOM) MEMBERS

Introduction

Thank you for agreeing to participate in this interview. The purpose of this interview is to gather insights regarding the influence of Board of Management (BOM) practices on students' discipline in public day secondary schools in Dadaab Sub-County, Garissa County. Your responses were treated with confidentiality and was used solely for the purpose of this research. Please feel free to respond honestly to each question.

Section A: Demographic Information

Role in the school:

- BOM Member
- School Principal
- Teacher
- Other (Please specify): _____

Name of the school you represent: _____

Section B: Interview Questions

Objective i: To Determine the Influence of Board of Management's Provision of Rewards Practices on Students' Discipline

1. How does the Board of Management incorporate rewards into the school discipline system?

2. In your opinion, what impact do rewards for positive behavior have on student discipline in the school?

3. Can you describe any specific rewards programs that the Board of Management has implemented to improve student discipline?

Objective ii: To Determine the Influence of Board of Management's Provision of Motivational Forum Practices on Students' Discipline

1. How often does the Board of Management organize motivational forums for students, and who typically leads them?

-
2. In your experience, how do motivational forums affect students' attitudes and behavior within the school?

-
3. Do you think motivational forums contribute to reducing disciplinary issues among students? If so, how?
-

Objective iii: To Assess the Influence of Board of Management's Facilitation of Guidance and Counseling Practices on Students' Discipline

1. How does the Board of Management ensure that adequate guidance and counseling services are available to students?
-

2. What role do guidance and counseling services play in addressing behavioral issues and promoting discipline among students?
-

3. How does the Board of Management monitor and evaluate the effectiveness of the guidance and counseling services in improving student behavior?

Objective iv: To Evaluate the Influence of Board of Management's Involvement in Decision-Making Practices on Students' Discipline

1. How involved is the Board of Management in shaping the school's discipline policies?
-

2. In your opinion, does the involvement of the Board of Management in decision-making impact the consistency and fairness of discipline enforcement?
-

3. Can you share an example of how the Board's decisions have directly influenced student behavior and discipline at the school?
-
-

Thank you for your time and participation in this interview.

APPENDIX III: FOCUS GROUP DISCUSSION FOR STUDENTS

Introduction

The aim of this session is to gather your opinions and experiences regarding the influence of the Board of Management's (BOM) practices on student discipline in your school. Specifically, we discussed how rewards, motivational forums, guidance and counseling services, and BOM's involvement in decision-making affect your behavior and discipline. Your responses are important, and everything shared remained anonymous and confidential. Please feel free to share your honest thoughts, and if you have any questions or need clarification, don't hesitate to ask.

Objective i: Influence of BOM's Provision of Rewards on Student Discipline

1. How do you feel when you receive rewards for good behavior or achievements in school?

2. Do you think rewards motivate students to behave better? Why or why not?

3. What types of rewards would make you want to follow the school rules more closely?

Objective ii: Influence of BOM's Provision of Motivational Forums on Student Discipline

1. Have motivational forums or events helped you to focus more on your studies or behavior?

2. Do motivational speakers or events make you feel more inspired to follow school rules?

3. Would you like more motivational forums at school? How would they help in improving student behavior?

Objective iii: Influence of BOM's Facilitation of Guidance and Counseling on Student Discipline

1. Have you ever used the counseling services at school? Did they help you with any behavior issues?

2. How does talking to a counselor affect your behavior or how you handle problems?

3. Do you think having more counseling services would help students behave better in school?

Objective iv: Influence of BOM's Involvement in Decision Making on Student Discipline

1. Do you know if the Board of Management makes decisions about school rules? How does this affect you?

2. How do you feel about the school's discipline policies? Do you think they are fair?

3. Would it be better if students were more involved in making decisions about rules and discipline?

APPENDIX IV: INFORMED CONSENT

I am **Abdi YUSSUF Omar**, a master's student at Mount Kenya University. I am conducting a study on the **INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOLS IN DADAAB SUB-COUNTY, GARISSA COUNTY, KENYA**. I kindly wish to inform you that this study is part of the partial fulfillment of my master's degree program.

I request you to participate in this study voluntarily and freely and, therefore, I am seeking your consent. Confidentiality was maintained by using code numbers instead of your name, and the information gathered was not revealed to any other party or individual. Participation in the study is voluntary, and the study poses no risk to the participant.

Before I involve you in this study, I kindly request you to sign the declaration below.

DECLARATION

I have read the purpose of the study and hereby agree/disagree to participate in this study.

Respondent (Coded):

Sign:



Date: 18/05/2025

Principal Investigator:

Name: **Abdi YUSSUF Omar**

Sign: _____

In case of any complaints or further clarifications, kindly contact:

Chairman,
Mount Kenya University,
Ethics Review Committee,
P.O. Box 342-01000,
Thika.

APPENDIX V: ERC



REF: MKU/ISERC/4701
TO: ABDI YUSSUF OMAR

Date: 22 January 2025

REG: MED/2022/52257

Dear Sir/Madam,

RE: INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOLIN DADAAB SUB-COUNTY, GARISSA COUNTY, KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3423**. The approval period is **22/01/2025 - 21/01/2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified

APPENDIX VI: INTRODUCTION LETTER



DIRECTORATE OF GRADUATE STUDIES

MED/2022/52257

23rd January, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

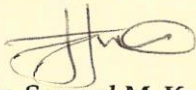
RE: ABDI YUSSUF OMAR – REGISTRATION NO. MED/2022/52257

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **“Influence of Board of Management Practices on Students’ Discipline in Public Day Secondary School in Dadaab Sub-County, Garissa County, Kenya.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **February, 2025 and April, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.



for **Dr. Samuel M. Karenga, Ph.D**
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

APPENDIX VIII: RESEARCH AUTHORIZATION



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telegrams: "COUNTY" GARISSA.
Telephone: Garissa County
Email: ccgsacounty@gmail.com

THE COUNTY COMMISSIONER
GARISSA COUNTY
P.O BOX 1-70100
GARISSA

When replying please quote

REF. NO. CC/EDU/7/3/VOL.II/127

15th February, 2025

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ABDI YUSSUF OMAR ID NO. 37525105

The above-named person who is pursuing a Master's in Education (Department of Educational Management and Curriculum studies) at Mount Kenya University has been authorized to carry out Research work in Garissa County vide NACOSTI License No. NACOSTI/P/25/415640. He will be undertaking research titled "**Influence of Bord of Management Practices on Students' Discipline in Public day Secondary Schools in Dadaab Sub-County, Garissa County**" in the course of the period ending 31st January, 2026.

All data collected should be handled in accordance with the Regulations Governing Data Protection.

Ensure compliance of all Ministry of Health and Security protocols.

Any assistance accorded to him will be highly appreciated.

County Commissioner
GARISSA COUNTY

MOHAMED R. MWABUDZO
COUNTY COMMISSIONER
GARISSA COUNTY

APPENDIX IX: GARISSA COUNTY MAP



APPENDIX X: DADAAB SUB COUNTY MAP



APPENDIX XI: SIMILARITY INDEX



ABDII

INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOO...

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- Rock falls
- College of Engineering, Pune

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