



Relationship Between Teacher Involvement In Discipline Management And Achievement Of Student Discipline In Public Secondary Schools In Kisumu West Sub County, Kenya

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ABSTRACT

Teacher involvement in discipline management is a critical determinant of student discipline and the attainment of positive educational outcomes. Existing literature identifies teacher engagement as a central input in effective school management. In Kisumu West Sub-County, student indiscipline has remained a concern, with an average of 85 students suspended annually between 2020 and 2022, compared to the Kisumu County average of 75. Against this backdrop, the study sought to establish the relationship between teacher involvement in discipline management and the achievement of student discipline in public secondary schools in Kisumu West Sub-County, Kenya. Specifically, the study examined the relationship between teacher preventive, interventive, and restorative involvement in discipline management and student discipline outcomes. The study adopted a correlational research design and was grounded in the learners' discipline management model, which emphasizes strong teacher-student relationships, anticipatory classroom management, addressing root causes of indiscipline, regenerative approaches, and learner responsibility for behavior. The target population comprised 39 principals, 39 deputy principals in charge of administration, 542 teachers, 1,980 student council members, and one Sub-County Quality Assurance and Standards Officer (SCQASO). Using Krejcie and Morgan's sampling table, a sample of 225 teachers, 322 student council members, 35 principals, and 35 deputy principals was selected. Stratified random sampling was used for teachers and student councils, census sampling for principals and deputy principals, and purposive sampling for the SCQASO. Data were collected using questionnaires and interviews, with validity ensured by experts from Maseno University and reliability established through pilot testing and Cronbach's alpha. Findings revealed that preventive teacher involvement was highly practiced, with teachers reporting strong engagement in motivating learners, team building, and social skills development. Students also affirmed practices such as arriving in school on time and attending all lessons. Preventive involvement showed a strong positive relationship with student discipline ($r = 0.879$, $p < 0.01$). Interventive involvement, including parental engagement and consistent punishment, also demonstrated a significant positive relationship with discipline ($r = 0.654$, $p < 0.01$). Similarly, restorative involvement such as counseling and learner reintegration was positively associated with student discipline ($r = 0.551$, $p < 0.01$). Similarly, school principals, deputy principals and SCQASO observed that teacher preventive, interventive, and restorative involvement in discipline management had a huge impact in shaping the student discipline outcomes. The study concludes that while all three approaches are important, preventive strategies exert the strongest influence on discipline outcomes, followed by interventive and restorative practices. It recommends strengthening motivational and preventive programs, ensuring consistency and parental collaboration in interventions, and mainstreaming restorative practices such as counseling and reintegration, while further research should examine contextual differences across schools and the long-term academic and social effects of restorative discipline approaches

Key: Teacher Involvement, Discipline Management, Student Discipline, Preventive, Restorative, Interventive, Involvement

1.1 BACKGROUND OF THE STUDY

Discipline in schools is widely understood as a structured system of instruction and care that enables learners to develop self-control, responsibility, and compassion. According to Lustick (2017), it plays a central role in shaping character and guiding behaviour within social contexts. Similarly, discipline is influenced by shared community values that determine acceptable conduct. In the school context, Anyon et al. (2016) argue that disciplinary standards upheld by stakeholders significantly affect students' growth and development. Mitchell and Bradshaw (2016) further describe discipline as a framework that supports learners in making rational and responsible decisions, while also saving schools time and resources when effectively managed. In most educational institutions, discipline management is primarily the responsibility of school administrators, particularly principals and deputy principals, who develop and enforce policies and handle serious disciplinary cases. However, teachers play a critical supporting role due to their daily interaction with learners. Their involvement is essential in creating and maintaining a positive learning environment. Ahmed (2020) emphasizes that teachers act as role models whose behaviour directly influences students' conduct and academic performance. Because of their constant presence in classrooms, teachers are better positioned than administrators alone to ensure consistent enforcement of rules. Research also highlights the importance of strong teacher-student relationships in managing discipline. Roorda et al. (2011) found that positive relationships improve student behaviour, engagement, and academic achievement. Marzano and Marzano (2003) similarly argue that consistent application of rules and consequences is crucial for maintaining order and promoting a constructive classroom environment. Given their higher numbers compared to administrators, teachers are essential in ensuring continuity and fairness in discipline enforcement.

This study is guided by the learners' discipline management model developed by Jinot and Johannes (2021), which identifies three key approaches: preventative, interventional, and restorative strategies. Preventative measures aim to stop indiscipline before it occurs through anticipatory classroom management and clear expectations. Interventional strategies are applied when misconduct emerges and may include monitoring, reprimanding learners, and involving parents. However, when behavioural issues are deeply rooted in emotional or family-related challenges, restorative approaches are necessary. These focus on helping learners take responsibility for their actions and rebuild relationships. The model emphasizes key principles such as strong teacher-student relationships, proactive classroom management, addressing root causes of misconduct, restorative justice practices, and collaborative involvement of teachers, learners, and parents. In Kenya, the abolition of corporal punishment led to the introduction of alternative discipline strategies, including guidance and counselling programs, improved teaching methods, effective classroom management, and student participation in rule-making (MOEST, 2015). Despite these efforts, cases of indiscipline continue to rise. In Kisumu West Sub-County, issues such as drug abuse, bullying, absenteeism, and disobedience remain prevalent, negatively affecting academic performance and moral development (Odongo & Ochieng, 2022). This raises concerns about whether existing policies are poorly implemented or whether teachers lack adequate training and resources to effectively manage student discipline.

Table 1. Reported cases of Number of suspended students from public secondary schools in Kisumu County from 2020-2022

Sub Counties	2020 incidences	2021 incidences	2022 incidences	Total	Mean
Seme Sub County	41	109	76	226	75
Kisumu East Sub County	23	112	81	216	72
Kisumu West Sub County	63	124	68	255	85
Muhoroni Sub County	50	95	79	224	75
Kisumu central Sub County	61	114	63	238	79
Nyakach Sub County	54	102	51	207	69
Nyando Sub County	48	98	53	199	66
Overall Mean			75		

Source: County Quality Assurance's Office of Kisumu County (2022)

Table 1. Reveals that the average number of students involved in indiscipline cases. Therefore, the drive of this study is to assess the connection between teacher involvement in discipline management and achievement of students' discipline in public secondary schools in Kisumu West Sub- County, Kenya.

1.2 STATEMENT OF THE PROBLEM

When it comes to student discipline, teachers articulate what they have participated in formulating and agreed to effect as discipline managers in a school. Teachers cannot be dissociated from school management in terms of student discipline control since their ratios are higher than the principals' and deputy principals per student population, giving them an opportunity to know the students better at individual levels. The teacher ensures intellectual, physical and emotional, development for the students to become responsible and constructive citizens. Therefore, teachers impart the needed skills, knowledge and attitudes necessary for molding behavior to values tolerable by the society, hence making them the central of focus in this study, rather than the school principals or the deputy school principals. This noble contribution of the teachers on students' behavioral development or discipline depends on various strategies adopted by the teachers and the extent of involvement of management of student discipline.

Discipline is a crucial aspect of human conduct, and it is said that an organization cannot effectively accomplish its objectives without it. A student who complies with the established norms and regulations of the school is considered disciplined in the context of the educational system. Thus, the value of student order in schools cannot be overstated since it helps students make rational decisions, effective managing of student discipline saves significant time and resources for all parties involved, and it specifically trains the mind and character to produce self-control, orderly behavior, and competence in the students. Indiscipline cases among students is slowly becoming a problem in Kisumu West Sub County than the rest of the sub counties in Kisumu County given that recent data released by County quality assurance office of Kisumu County shows that for the last 3 years, Kisumu West Sub County had had an average of 85 students suspended from school due to various indiscipline cases as compared to the neighboring sub counties where Seme sub county recorded an average of 75 students, Kisumu East Sub County recorded 72, Muhoron sub county had a mean of 75 students suspended, Kisumu Central sub county indicated 79 students suspended, Nyakach Sub County recorded 69 while Nyando Sub County recorded 66 on average during the same period of time. However, there is lack of clarity on whether the extent of teacher involvement in management of students' discipline through application of various strategies such as preventive involvement, intervention involvement and restorative involvement would influence the managing of student discipline in public high schools in Kisumu West Sub County. Therefore, the purpose of this study is to determine the relationship between teacher involvement in discipline management and achievement of student discipline in public secondary schools in Kisumu West Sub County, Kenya.

1.3 RESEARCH HYPOTHESES

The study sought to assess the following null research hypotheses

- H0₁:** There is no significant relationship between teacher preventive involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County.
- H0₂:** There is no significant relationship between teacher interventive involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County.
- H0₃:** There is no significant relationship between teacher restorative involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County.

1.4 THEORETICAL FRAMEWORK

This study was based on learners' discipline management model as conceptualized by Jinot, and Johannes, (2021). The Learners' Discipline Management Model (LDMM) is a methodical framework that aims to balance preventative, corrective, and developmental tactics in order to create and preserve discipline in educational settings. Behavioral psychology, social learning, and restorative justice are just a few of the theoretical underpinnings that this approach integrates to guarantee efficient disciplinary administration. Through integrating restorative practices, clear expectations, positive reinforcement, student engagement, parental involvement, and psychological support, the Learners' punishment Management Model offers a comprehensive approach to punishment. By incorporating these principles, schools may create a polite, orderly, and comfortable learning environment (Jinot, and Johannes, 2021)

Universally, it is important to establish, instruct and monitor learners' behavior. This ensures that learners are prevented from manifesting indiscipline and hence reduce the count of students who might need assistance. These plans involve pre-correction, teaching of social skills and exposure through educating of rules and behavior expectations. They include articulation of school philosophy, involving learners in formulation of policies, motivating learners to uphold principles of discipline and building learners social skills for school harmony as addressed in this study (Gregory et al., 2016)

If preventive strategies fail to be effective, then the next management step is to focus on intervention involvement. Intervention involvement are useful to counteract infractions such as aggression towards others and challenges that may lead to self-harm, which may lead low achievements of school objectives. Interventive strategies encourage positive choice making and peer interactions and compliance training to replace negative behavior for a positive environment. This study focuses on review of discipline related data, logging in of all infractions, reprimanding learners in private and involving parents in student behavior control. Following this step, there should be effort to repair harm and assimilate the learners for their restoration.

Teacher restorative discipline management strategies make learners to be responsible for their behavior. This encourages compliance with school rules and regulations, dispute resolution, punctuality and regular attendance, emotional resilience, apology for infraction and conflict resolution. This include empowering learners to address school infractions, review of school culture for standardized procedures, enhancing learners' skills to avoid undesired behavior and praise leaners who exhaust change. These are addressed in this learners' discipline management model as conceptualized by Jinot, and Johannes, (2021). This theory as applied in this study is interpreted to link teacher involvement in preventive, interventive and restorative strategies to achieve students discipline in learning institutions as illustrated in the conceptual model in figure 1.1

1.5 CONCEPTUAL FRAMEWORK

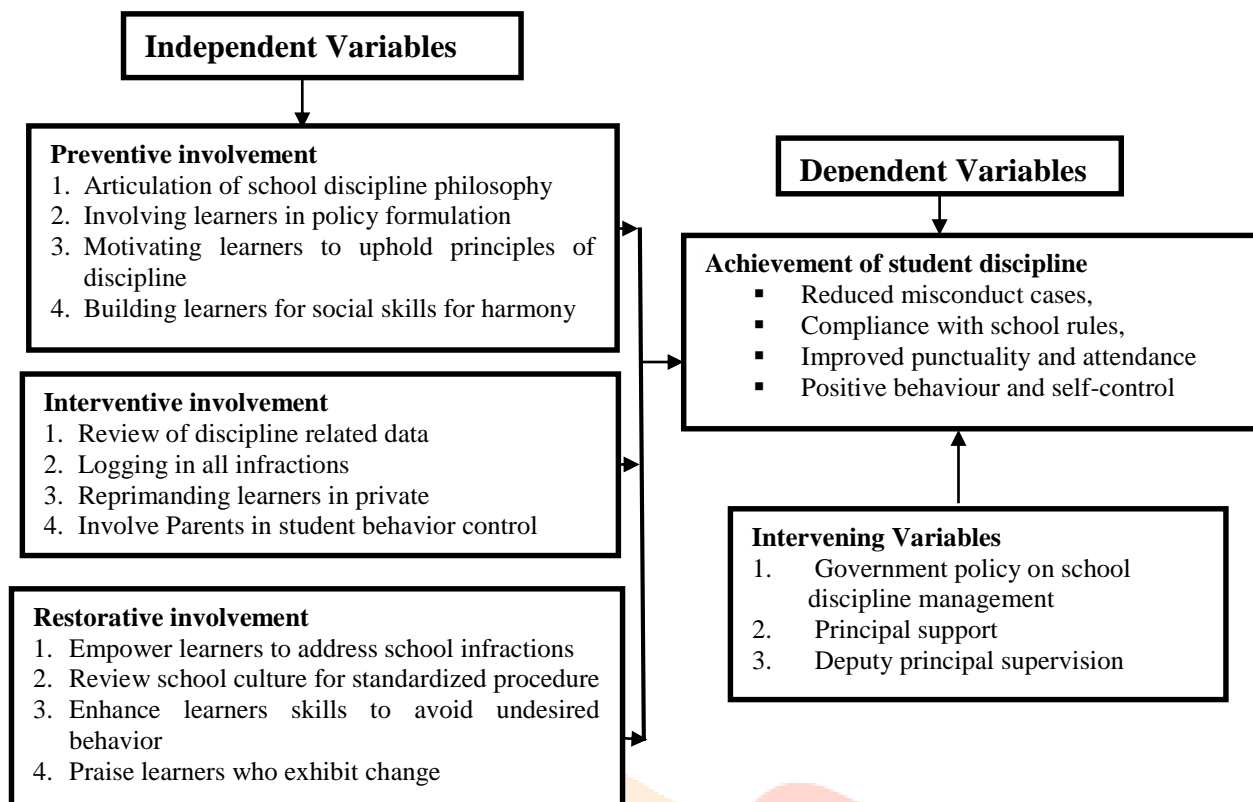


Figure 1 Conceptual Framework on the interaction of the variables

2.0 RESEARCH DESIGN

This study applied both descriptive and a correlational research design. Descriptive design is preferred because other than making the research easier to conduct at a certain moment in time, the design also aids in identifying like in the present study the various approaches and the extent of teacher involvement in student disciplinary management in public secondary schools. Shield and Rangarjan (2013) asserts that a descriptive survey offers a thorough and comprehensive explanation of a study characteristic and furthermore, the researcher may gather and examine data through the application of both qualitative and quantitative methods thanks to the descriptive survey study design. For correlation design, the approach helps the researchers with evaluating and quantifying the link between two variables under study, which in the present study is teacher involvement in discipline management and attainment of student discipline in secondary schools. Also, this design is associated with a statistical metric called the Pearson correlation coefficient (r), which evaluates the direction and strength of a linear connection between two variables. With values ranging from -1 (perfect negative correlation) to 1 (perfect positive correlation) and 0 denoting no linear correlation, it offers a single number to indicate the extent to which data points follow a straight line (Pallant (2013)). The researcher used questionnaires and interviews as methods of data collection. These research designs were suitable for the study because the study was a relationship study and involved description of the relationship.

2.1 AREA OF THE STUDY

The area of the study was Kisumu West Sub County. Kisumu West Sub County is one of Kisumu County's seven sub-counties. Prior to its formation, there were Kisumu Town West and Kisumu Rural and these two regions later merged to create the present Kisumu West Sub County. Strategically situated, Kisumu West shares boundaries with Kisumu Central Sub County to the east, Kisumu East Sub County to the north, Seme Sub County to the west and Vihiga County to the north. Kisumu West Sub County covers approximately 212.90 Km² with a population of 172,821 (Kenya Population and Household Census Report, 2019). It's headquarter is in Ojolla town, about 14.8 km from Kisumu town. The area has

a latitude of -0.091702 and the longitude of 34.767956.

2.2 Sample Size and Sampling Procedure

Table 2: Sample Frame and Sample Sizes

Category	Population	Sample	Piloting
Principals	39	35	4
Deputy School principals	39	35	4
Teacher	542	225	25
Students' councils	1980	322	35
SCASO	1	1	0

The sampling of respondents was done using stratified random sampling to guarantee every part of the population is reflected in the sample (Singh & Masuku, 2014). This study used different categories of public secondary schools in Kisumu West Sub County through stratification approach to pick respondents in strata to guarantee proportionality in every stratum. Random sampling was applied to ensure each member of the group has an equal opportunity to be selected. The selected sample must show characteristics that are generalizable and representative of the whole populace from where the sample has been drawn. The study selected all the 39 public secondary schools in Kisumu West Sub County, through census approach. From the 39 the public secondary schools, the study involved the 35 school principals, 35 deputy school principals for the study. As for the teachers, the study involved 225 teachers (both BOM and TSC teachers), while 322 students' councils were sampled from the target population of 1980 students' council. This is supported by Krejcie and Morgan table. In selecting the 225 teachers and 322 students' councils, the study used stratified random sampling technique, whereby schools with more students gave more to the sample proportionately.

2.3 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

The degree to which an instrument measures what it is supposed to assess is known as validity (Cohen, Manion, & Morrison, 2017). The construct validity of the research tool was assessed in this study. Construct validity, according to Chan & Idris (2017), is a metric that quantifies how well data from an instrument correctly and meaningfully reflects or represents a theoretical idea. To ensure construct validity, items were directly aligned with the conceptual framework. Face validity was ensured by use of clear and simple language. To ensure content validity, members of faculty from the department of education at the university who are experts in the area scrutinized the research instruments and their input was incorporated in the final draft.

The capacity of a measuring device to provide consistent findings over time is known as reliability. To answer the issue of the tool's consistency, the Cronbach alpha reliability test for the Likert scale was used. For a tool to be regarded as reliable, its Alpha (α) value must be equal to or higher than 0.7. In the pilot research, 35 students and 25 teachers were issued with questionnaires while 4 deputy school principals and 4 school principals were interviewed; however, they were not included in the final study. Addington-Hall (2007) states that 1-10% of the parent sample size is sufficient for pilot testing and the ensuing Cronbach alpha test of reliability. This information was used to determine the sample sizes for reliability testing. The Cronbach's alpha coefficient, a gauge of internal consistency reliability, was used to determine the questionnaire's reliability. This is due to the fact that the study's questionnaire was created using a Likert scale style. A Cronbach's alpha value of 0.70 is deemed unacceptable, 0.8 is seen decent, and 0.90 or more is deemed exceptional.

2.4 DATA COLLECTION PROCEDURES

Permission to conduct the research was sought from the School of Graduate Studies of Maseno University and Maseno University Ethics and Research Committee as well as from National Commission for Science Technology and Innovation (NACOSTI). The researcher also sought permission from the Kisumu County Director of Education to give information on the planned study in the counties secondary school. Thereafter the researcher visited individual schools to book an appointment with the school principals

after explaining to them the purpose of study. On the appointed day, the researcher visited the schools and administered the questionnaires and interview schedules on the sampled respondents. Filled questionnaires were collected for analysis. During the interviews, the researcher recorded while the respondents provided answers to the questions. Questionnaires were used to gather numerical data, while personal interviews captured detailed insights. It took approximately 20 minutes to fill in a questionnaire while the interviews lasted for between 20 and 30 minutes per participant.

2.5 DATA ANALYSIS

The process of examining, cleaning, converting, and modeling data in order to find relevant information, make recommendations, and aid in decision-making is known as data analysis. Data was analyzed quantitatively and qualitatively as shown below.

2.5.1 Quantitative Data Analysis

In this study, numerical data collected using the questionnaires were analyzed by descriptive statistics as well as inferential statistics in form of Pearson correlation coefficient. Participant characteristics were displayed by counts and percentages for categorical variables. Descriptive statistics in form of percentages, frequencies, mean and standard deviation was used to analyze data. The three student achievement aspects of the questionnaire were condensed into unit mean scores and the means be used for correlation.

2.5.2 Inferential Statistics Analysis

Inferential statistics compare treatment groups and draw conclusions about the broader population of individuals using measures from the experiment's sample (Allua & Thompson, 2009). Inferential statistics come in a variety of forms, each suitable for a particular study design and sample properties. Hypothesis testing, confidence intervals, regression analysis, analysis of variance (ANOVA), and chi-square tests are examples of inferential statistics tools (Marshall & Jonker, 2011). The study used Pearson correlation test to assess the relationship between the independent and dependent variables of which mean scores were correlated to get strength of relationship as well as for testing of the study hypotheses. This is because the independent variable – teacher involvement in discipline management – directly relates their professional responsibilities and the relationship being tested centers on the level of teacher involvement. Teacher's own ratings of students discipline achievement based on teacher preventive, interventive and restorative involvement was used to compliment and validate the findings obtained from the correlation particularly in accessing the level of student discipline. This enhanced the reliability and comprehensiveness of the study. The study therefore correlated the the data from the teachers' responses and the students' responses to determine relationship.

2.5.3 QUALITATIVE DATA ANALYSIS

Thematic analysis was used to examine qualitative data. The techniques used to find, examine, and present patterns or themes in data as well as to interpret different facets of the study issue are referred to as thematic analysis (Mihás, 2019). This procedure is going over the complete dataset many times in order to find important patterns and areas of interest before, during, and after analysis. The researcher may better understand many elements of the study by using the six stages of theme analysis described by Braun and Clarke (2006).

Table 3: Steps in Thematic Analysis

No	Phase	Process
1	Understanding data	The researcher thoroughly read and re-read the data to gain a deep understanding, identifying key patterns and meanings. This included converting spoken responses into written texts.
2	Creating initial codes	The researcher developed labels for recognized patterns and key insights i.e. smaller parts of the raw data that can be meaningfully analyzed in relation to the topic.
3	Sorting themes	The researcher sorted and combine themes to form overarching themes from the entire set of data. A miscellaneous theme is created to house patterns that may not seem to fit but could be incorporated later.
4	Reviewing themes	The researcher recombined key themes that are identified while ensuring accuracy and validity in representing the data's meaning. Any overlooked information may also be coded at this stage.
5	Defining/naming themes	The researcher identified the essence of each theme and the aspect of data it captures in relation to the research questions for each theme.
6	Reporting	The researcher created a well-structured report, using clear examples to present the data in a convincing, coherent and logical way without repetition.

2.6 ETHICAL CONSIDERATIONS

Ethical considerations were prioritized to ensure voluntary participation, informed consent, and the right of respondents to withdraw at any time without penalty. Anonymity and confidentiality were maintained through the use of codes, pseudonyms, and secure data handling, with no identifying information disclosed in reporting. The study minimized harm and maximized benefits by using non-invasive questions, protecting sensitive information, and adhering to approved ethical standards, including clearance from the Maseno University Ethical Review Committee.

4.0 RESULTS AND DISCUSSION

4.1 Teacher preventive involvement and achievement of student discipline

The first study objective sought to determine the relationship between teacher preventive involvement in discipline management and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County. Therefore, both teachers and student councils were asked to indicate their level of agreement with the following statements related to teacher preventive involvement in discipline management and achievement of student discipline, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in subsequent tables.

Table 4. Teachers Responses on Teacher preventive involvement in discipline management and achievement of student discipline

Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1. Articulate purpose of school discipline	120 (55.0%)	65 (29.8%)	20 (9.2%)	13 (6.0%)	3.34	0.84
2. Consider data on school discipline	102 (46.8%)	75 (34.4%)	26 (11.9%)	15 (6.9%)	3.21	0.88
3. Involve student reps in discipline policy	85 (39.0%)	70 (32.1%)	40 (18.3%)	23 (10.6%)	3.00	0.97
4. Indict students on rules & regulations	110 (50.5%)	72 (33.0%)	22 (10.1%)	14 (6.4%)	3.28	0.87
5. Motivate learners to uphold discipline	135 (61.9%)	60 (27.5%)	15 (6.9%)	8 (3.7%)	3.48	0.76
6. Undergo training on modern discipline management	78 (35.8%)	88 (40.4%)	32 (14.7%)	20 (9.1%)	3.03	0.95
7. Build teams for discipline goals	115 (52.8%)	70 (32.1%)	22 (10.1%)	11 (5.0%)	3.33	0.84
8. Build social skills for harmony	125 (57.3%)	60 (27.5%)	20 (9.2%)	13 (6.0%)	3.36	0.85
9. Articulate practice of discipline as expected	108 (49.5%)	74 (33.9%)	25 (11.5%)	11 (5.0%)	3.28	0.84
10. Identify students as discipline pillars	98 (45.0%)	72 (33.0%)	30 (13.8%)	18 (8.2%)	3.15	0.92

A majority of teachers (55.0%) strongly agreed and 29.8% agreed that they regularly articulate the purpose of school discipline on behalf of principals, with only 15.2% dissenting. The mean score of 3.34 (SD = 0.84) shows a generally strong consensus that teachers actively communicate discipline expectations. This finding resonates with Ouma, Odhiambo, and Atieno (2022), who emphasized that teachers are central to translating discipline frameworks into practice at the school level. Similarly, 46.8% strongly agreed and 34.4% agreed that they regularly consider data on school discipline, while 18.8% expressed dissent. The mean of 3.21 (SD = 0.88) suggests that most teachers do value data, though some variation exists. This points to uneven use of evidence in discipline management, which mirrors findings by Njogu and Muthoni (2021), who noted that while data can guide interventions, many schools still rely on traditional judgment-based approaches.

On involving student representatives in discipline policy, only 39.0% strongly agreed and 32.1% agreed, while nearly 29.0% disagreed or strongly disagreed. The mean of 3.00 (SD = 0.97) reflects moderate levels of student participation, with high variability indicating differing practices across schools. This aligns with Mutai (2020), who observed that many Kenyan secondary schools have not fully embraced participatory discipline policies, limiting student voice in governance. Half of the teachers (50.5%) strongly agreed and 33.0% agreed that they regularly indict students on school rules and regulations, while 16.5% disagreed. With a mean of 3.28 (SD = 0.87), the findings highlight the central role of teachers in enforcing compliance with school rules. This corroborates Kiumi (2019), who underscored teacher-led enforcement of discipline as a consistent feature of the Kenyan education system. When asked about motivating learners to uphold discipline principles, 61.9% strongly agreed and 27.5% agreed, leaving only 10.6% in disagreement. The mean score of 3.48 (SD = 0.76) reflects the strongest endorsement among all items, showing that motivational strategies are widely practiced and broadly accepted. This result supports Murungi (2021), who found that motivational approaches, such as positive reinforcement, are becoming increasingly effective in promoting discipline in secondary schools. Teacher participation in training on modern discipline management, however, showed weaker endorsement. Only 35.8% strongly agreed and 40.4% agreed, while 23.8% disagreed or strongly disagreed. The mean of 3.03 (SD = 0.95) reflects moderate uptake with high variability, suggesting gaps in professional development opportunities.

Wambugu and Kariuki (2022) similarly reported that access to in-service training on discipline remains uneven, which affects the adoption of contemporary approaches such as restorative justice.

In terms of collaboration, 52.8% strongly agreed and 32.1% agreed that they build teams to achieve discipline goals, with only 15.1% dissenting. The mean of 3.33 (SD = 0.84) indicates strong support for teamwork in discipline management. This echoes Onyango (2020), who emphasized that team-based approaches enhance collective responsibility and foster consistency in discipline enforcement. A similar pattern emerges in building learners' social skills for community harmony, where 57.3% strongly agreed and 27.5% agreed, while just 15.2% disagreed. With a mean of 3.36 (SD = 0.85), teachers show strong commitment to equipping students with social skills as a preventive strategy. This finding resonates with UNESCO (2021), which identified life skills training as a critical dimension of student discipline and social cohesion in schools. Nearly half of the teachers (49.5%) strongly agreed and 33.9% agreed that they articulate the practice of discipline as expected by management, while 16.5% expressed disagreement. The mean of 3.28 (SD = 0.84) reflects strong alignment with school leadership expectations. This is consistent with Kimani (2020), who noted that teachers often tailor their discipline practices to conform with directives from school management. Finally, when it comes to identifying specific students as pillars of discipline management, 45.0% strongly agreed and 33.0% agreed, while 22.0% disagreed. The mean of 3.15 (SD = 0.92) indicates moderate endorsement with considerable variability. This suggests that although peer leaders are recognized as valuable in discipline management, their potential remains underutilized. Ochieng (2021) similarly observed that many Kenyan schools have yet to fully integrate student peer leadership into discipline systems.

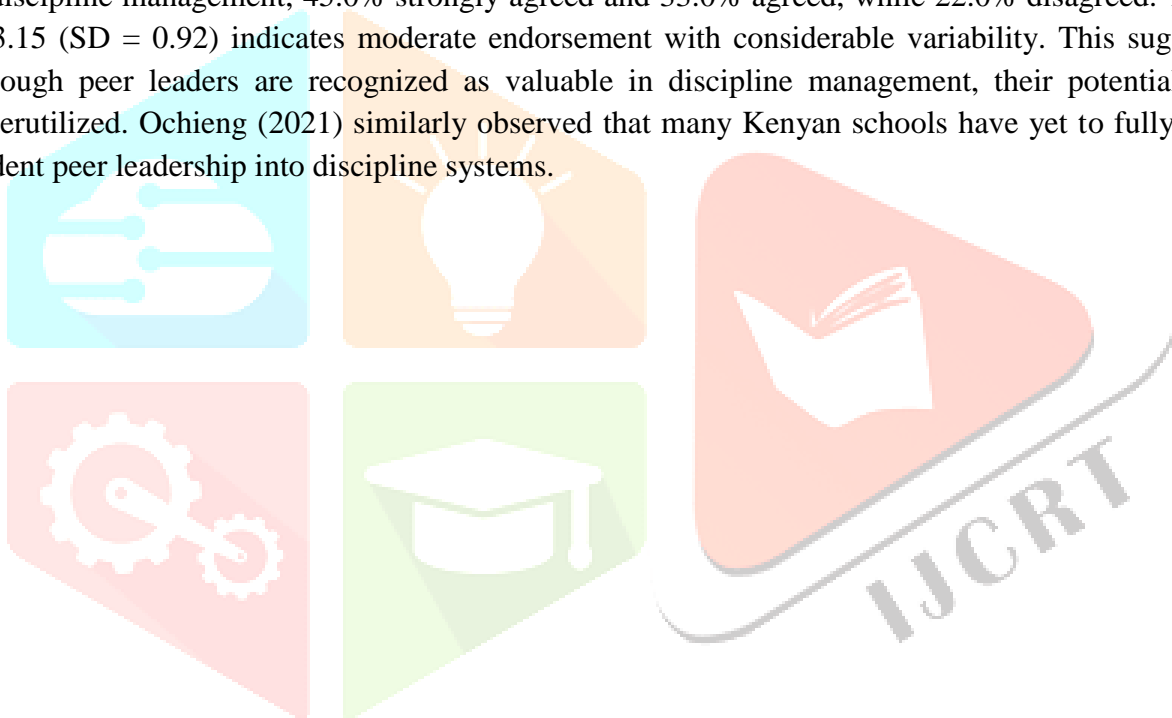


Table 5. Students' own ratings on discipline achievement based on teacher preventive involvement

	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1.	I follow school rules because our teachers clearly read them out to us at the start.	155 (49.5%)	88 (28.1%)	45 (14.4%)	25 (8.0%)	3.25	0.91
2.	I bring all the required learning materials to every class because my teacher provides a clear routine for every lesson and tells us matters of interest.	140 (44.7%)	90 (28.8%)	55 (17.6%)	28 (8.9%)	3.12	0.98
3.	I value school rules because my teachers involve me in creating them.	160 (51.1%)	85 (27.2%)	40 (12.8%)	28 (9.0%)	3.28	0.89
4.	I arrive at school and attend all lessons on time because my teacher normally inducts me on school rules and consistently model punctuality	175 (55.9%)	82 (26.2%)	38 (12.1%)	18 (5.8%)	3.36	0.86
5.	I work harder to stay disciplined because my teachers use positive praise and rewards to recognize my good behavior.	190 (60.7%)	75 (24.0%)	30 (9.6%)	18 (5.8%)	3.52	0.78
6.	I respond positively to corrections or guidance from the teachers because my teacher articulates the practice of discipline.	135 (43.1%)	88 (28.1%)	55 (17.6%)	35 (11.2%)	3.08	1.0
7.	I treat school properties with care because our teachers normally consider a loss of privilege for misbehavior.	130 (41.5%)	92 (29.4%)	60 (19.2%)	31(9.9%)	3.05	1.01
8.	I avoid making noise or distracting others during silent study periods even when the teacher is absent because of the trust they have built with us.	150 (47.9%)	90 (28.8%)	45 (14.4%)	28 (9.0%)	3.22	0.92
9.	I use polite language when disagreeing with my fellow students because my teachers consistently model respectful communication in class.	145 (46.3%)	88 (28.1%)	50 (16.0%)	30 (9.6%)	3.17	0.96
10.	I stay focused throughout the lessons because my teachers are interesting.	125 (39.9%)	92 (29.4%)	60 (19.2%)	36 (11.5%)	3.02	1.03

From the students' perspective, the reading out of school rules by teachers has a preventive effect with 49.5% strongly agreeing and 28.1% agreeing that this has led to them following school rules, while only 18.5% disagreed or strongly disagreed. The mean of 3.25 (SD = 0.91) suggests that teachers generally succeed in communicating school rules, and students largely acknowledge this role. This reflects similar findings by Ouma et al. (2022), who noted that rule reinforcement is a consistent strategy across Kenyan schools to instill discipline awareness among learners. Equally, 44.7% of students strongly agreed and 28.8% agreed that provision of clear routine and communication of matters of interest to them by teachers enables them to bring all the learning materials to every class, while 26.7% felt this was not the case. The mean of 3.12 (SD = 0.98) points to moderately strong agreement, though variability in responses indicates that some learners feel left out in this process. This mirrors Njogu and Muthoni's (2021) findings that, although data-informed discipline communication is gaining ground, gaps remain in ensuring inclusivity and consistency across schools. 51.1% of the students strongly agreed and 27.2% agreed that involvement in discipline policy formulation helps them to own and value the school rules, while the rest disagreed or strongly disagreed. The mean of 3.28 (SD = 0.89) suggests that involving students in rule making fosters a sense of ownership, which reduces the need for reactive discipline. This aligns with Mutai (2020), who emphasized the limited space given to student voices in shaping school discipline policies, despite calls for participatory governance in education.

55.9% of the students strongly agreed and 26.2% agreed that they arrive at all lessons on time because their teachers induct them on the school rules and consistently model punctuality, leaving only 18.5% in disagreement. The mean of 3.36 (SD = 0.86) reflects consistency with teacher responses and underscores the central role teachers play in ensuring compliance. This finding supports Kiumi (2019), who identified enforcement of rules as one of the most established teacher-led discipline management strategies in secondary schools. Motivation of learners through awards stood out positively, with 60.7% strongly agreeing and 24.0% agreeing that this has encouraged them to work harder to stay disciplined, while only 15.3% disagreed. The mean of 3.52 (SD = 0.78) shows strong consensus that reward-based motivation frequently applied by teachers has a preventive effect. This finding resonates with Murungi (2021), who found that positive reinforcement strategies such as recognition and awards foster higher compliance and cooperative behavior among learners.

The study found that 43.1% of the students strongly agreed and 28.1% agreed that they respond positively to corrections or guidance from teacher because the teachers articulate the practice of school discipline as expected by the management, with only 28.8% dissenting. The mean of 3.08 (SD = 1.00) demonstrates alignment with school leadership's directives, reflecting similar trends noted by Kimani (2020), who found that teachers' adherence to school management guidelines is recognized by both teachers and learners as an important element of discipline sustainability. The use of loss in privilege as a preventive disciplinary measure was moderately affirmed as a strategy of achieving students discipline. 41.5% strongly agreed and 29.4% agreed that they treat school properties with care because their teachers normally consider a loss in privilege for such a misbehavior, while 28.1% disagreed. The mean of 3.22 suggests that students have developed self-regulation during study periods showing the long-term achievement of preventive involvement. Similarly, 46.3% of the students strongly agreed and 28.1% agreed that they use polite language when disagreeing with their fellow students because their teachers consistently model respectful learner social skills, while the rest disagreed. The mean of 3.17 shows that teacher modelling polite language is moderately mirrored by the students. Finally, 39.9% of the students strongly agreed and 29.4% agreed they stay focused throughout the lessons because their teachers are interesting, while 30.7% disagreed. The mean of 3.02 is the lowest mean in the set, suggesting that while discipline is generally high, teachers could improve preventive involvement by making lessons even more stimulating. This reflects similar trend noted by Ibrahimova (2025) who found that a good teacher manages the class, so students stay focused and behave appropriately, preventing disruptions before they occur.

4.2 Rating of Student Discipline Achievement Based on preventive strategies employed by Teachers

Teachers were asked to rate Student Discipline Achievement Based on preventive strategies employed by Teachers, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in Tables 4.4

Table 6. Rating of Student Discipline Achievement Based on preventive strategies employed by Teachers

Statement (Teachers' rating that the preventive strategy reduces indiscipline)	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1. Regularly articulating purpose reduces indiscipline	118 (54.1%)	70 (32.1%)	20 (9.2%)	10 (4.6%)	3.36	0.82
2. Regularly considering data reduces indiscipline	105 (48.2%)	75 (34.4%)	25 (11.5%)	13 (6.0%)	3.25	0.88
3. Involvement of student reps reduces indiscipline	88 (40.4%)	75 (34.4%)	35 (16.1%)	20 (9.1%)	3.06	0.95
4. Induction of students reduces indiscipline	115 (52.8%)	70 (32.1%)	23 (10.6%)	10 (4.6%)	3.33	0.84
5. Motivation of disciplined students reduces indiscipline	135 (61.9%)	60 (27.5%)	15 (6.9%)	8 (3.7%)	3.47	0.76
6. Training on modern discipline reduces indiscipline	90 (41.3%)	78 (35.8%)	30 (13.8%)	20 (9.1%)	3.09	0.95
7. Team building reduces indiscipline	120 (55.0%)	65 (29.8%)	20 (9.2%)	13 (6.0%)	3.34	0.86
8. Building learners' social skills reduces indiscipline	128 (58.7%)	65 (29.8%)	15 (6.9%)	10 (4.6%)	3.43	0.79
9. Articulating practice as expected by management reduces indiscipline	110 (50.5%)	74 (33.9%)	22 (10.1%)	12 (5.5%)	3.29	0.85
10. Identifying weak areas reduces indiscipline	105 (48.2%)	80 (36.7%)	23 (10.6%)	10 (4.6%)	3.28	0.83

Teachers overwhelmingly indicated that regularly articulating the purpose of school discipline was effective in reducing learner indiscipline, with 54.1% strongly agreeing and 32.1% agreeing ($M = 3.36$, $SD = 0.82$). This consensus reflects the belief that clarity of expectations supports compliance and reduces misconduct. Similar findings have been documented by Bickmore (2020), who noted that consistent articulation of rules promotes positive school climate and discipline. Systematic consideration of discipline-related data was also rated positively (48.2% SA; 34.4% A; $M = 3.25$, $SD = 0.88$). Teachers perceived that evidence-based monitoring reduces misbehavior, though the slightly lower mean compared to articulation suggests gaps in practice. Lee (2025) reported that while data-informed decision-making improves student outcomes, its effectiveness depends on the school's capacity to collect and act upon discipline data. The involvement of student representatives yielded lower ratings, with only 40.4% strongly agreeing and 34.4% agreeing that it reduced indiscipline ($M = 3.06$, $SD = 0.95$). The higher variability shows that student participation in discipline remains uneven across schools. A recent case study in Kenya by Mutai (2022) highlighted that where student councils were given genuine input into policy, levels of misbehavior declined, but token involvement had minimal impact. Teachers strongly endorsed induction of students on discipline matters (52.8% SA; 32.1% A; $M = 3.33$, $SD = 0.84$). This points to orientation programs as an effective preventive strategy. Nyaguthii and Waweru (2021) similarly found that early induction sessions significantly reduced indiscipline by clarifying expectations at the start of the school year.

The highest endorsement was for motivating disciplined students through awards (61.9% SA; 27.5% A; $M = 3.47$, $SD = 0.76$). Teachers overwhelmingly saw positive reinforcement as reducing indiscipline. Hasanov (2025) supports this view, arguing that recognition and reward systems are strongly linked to

increased compliance and prosocial behavior in schools. Training on modern discipline strategies received weaker endorsement, with only 41.3% strongly agreeing and 35.8% agreeing ($M = 3.09$, $SD = 0.95$). The relatively high variability suggests uneven access or application. Mwenesi (2024) observed that while training is critical after the ban on corporal punishment, many teachers still lack sustained professional development to effectively apply non-punitive approaches.

Team building was strongly rated (55.0% SA; 29.8% A; $M = 3.34$, $SD = 0.86$), highlighting collaboration as a tool for promoting discipline. This finding resonates with Ndungu (2024), who found that collaborative teacher–student initiatives enhance accountability and collective responsibility in managing discipline. Similarly, building learners’ social skills was highly endorsed (58.7% SA; 29.8% A; $M = 3.43$, $SD = 0.79$). Teachers recognized that equipping learners with interpersonal and self-regulation skills contributes to reduced misconduct. This is consistent with UNESCO (2021), which emphasized social-emotional learning as a core strategy for promoting harmony and reducing indiscipline. Teachers also supported articulation of discipline practices as expected by management (50.5% SA; 33.9% A; $M = 3.29$, $SD = 0.85$). This shows that aligning with leadership policies fosters consistency in enforcement. Kimathi and Muriithi (2023) reported similar results, finding that teacher adherence to school leadership guidelines positively influences discipline outcomes. Lastly, identifying weak areas in discipline management was rated positively (48.2% SA; 36.7% A; $M = 3.28$, $SD = 0.83$). Teachers valued continuous reflection and adjustment as a way of targeting interventions effectively. Lee (2025) also emphasized that identifying gaps in practice allows data-driven interventions that strengthen preventive strategies.

4.3 Qualitative Analysis of the themes on Teacher Preventive Involvement in Discipline Management

4.3.1 Theme one: Proactive Discipline Structures

Analysis of interviews with school leaders revealed that preventive teacher involvement was strongly associated with the establishment of proactive discipline structures. Principals reported that teachers who consistently reinforced rules, conducted regular guidance sessions, and modeled expected behavior reduced the likelihood of discipline challenges. This proactive approach created a school environment where boundaries were clear and students understood expectations. In one of the interview sessions, this is what one of the school principals had to say;

“When teachers take time to guide learners on behavior expectations at the start of the term, cases of indiscipline reduce significantly. Prevention is easier than correction,”
(School Principal, 11)

4.3.2 Theme two: Positive Reinforcement and Student Engagement

Deputy principals highlighted that rewarding positive behavior and encouraging student participation in school activities reduced restlessness and misconduct. Teachers’ involvement in preventive strategies was perceived as instrumental in fostering accountability among students. During the interview sessions with the deputy school principals, here is what she had to say;

“Our teachers encourage students to join clubs and mentorship groups. This keeps them engaged and minimizes idle behavior that often leads to indiscipline,” (Deputy Principal, 8).

Similarly, the Sub-County Quality Assurance Officer noted that schools with strong preventive involvement reported fewer major discipline cases compared to those relying heavily on punitive measures.

4.4 Teacher interventive involvement and achievement of student discipline

The second study objective sought to determine the relationship between teacher interventive involvement in discipline management and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County. Therefore, both teachers and student councils were asked to indicate their level of agreement with the following statements related to teacher interventive involvement in

discipline management and achievement of student discipline, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in subsequent tables.

Table 7. Teacher Response on teacher interventive involvement in discipline management and achievement of student discipline

No.	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1	Review discipline data for policy action	110 (50.5%)	75 (34.4%)	20 (9.2%)	13 (6.0%)	3.29	0.87
2	Administer consequences consistently	128 (58.7%)	60 (27.5%)	20 (9.2%)	10 (4.6%)	3.40	0.82
3	Prioritize staff development on behavior management	95 (43.6%)	80 (36.7%)	28 (12.8%)	15 (6.9%)	3.17	0.91
4	Seek student feedback on discipline	85 (39.0%)	82 (37.6%)	30 (13.8%)	21 (9.6%)	3.06	0.95
5	Avoid reprimanding learners in public	100 (45.9%)	85 (39.0%)	20 (9.2%)	13 (6.0%)	3.25	0.86
6	Give benefit of doubt in ambiguous cases	92 (42.2%)	78 (35.8%)	28 (12.8%)	20 (9.2%)	3.11	0.94
7	Allow apology/repair of property	120 (55.0%)	70 (32.1%)	18 (8.3%)	10 (4.6%)	3.38	0.81
8	Involve parents in serious indiscipline	138 (63.3%)	60 (27.5%)	12 (5.5%)	8 (3.7%)	3.50	0.73
9	Praise students for positive behavior	130 (59.6%)	65 (29.8%)	15 (6.9%)	8 (3.7%)	3.45	0.75
10	Log infractions into discipline system	112 (51.4%)	72 (33.0%)	20 (9.2%)	14 (6.4%)	3.29	0.87

Teachers reported that reviewing discipline-related data for policy-based action was widely practiced, with 50.5% strongly agreeing and 34.4% agreeing ($M = 3.29$, $SD = 0.87$). This shows that teachers recognize the importance of data-driven responses to discipline. Similar findings were reported by Lee (2025), who found that reliance on behavioral data leads to more targeted and effective school discipline interventions. Consistency in administering consequences for offenders received the second-highest endorsement, with 58.7% strongly agreeing and 27.5% agreeing ($M = 3.40$, $SD = 0.82$). The strong consensus indicates that fairness and uniformity are valued in discipline enforcement. This is consistent with Bickmore (2020), who observed that consistent application of rules promotes trust and compliance among students.

Prioritizing staff development on behavior management was moderately supported, with 43.6% strongly agreeing and 36.7% agreeing, but 19.7% disagreed ($M = 3.17$, $SD = 0.91$). The higher variability suggests that while professional training is appreciated, opportunities may not be equally accessible. Mwenesi (2024) similarly found that although Kenyan teachers valued professional growth in classroom management, systemic challenges limited consistent participation. Seeking student feedback on discipline matters received lower support, with 39.0% strongly agreeing and 37.6% agreeing ($M = 3.06$, $SD = 0.95$). Nearly one-quarter of teachers disagreed, showing that participatory approaches are not fully embedded. Mutai (2022) highlighted that while involving learners fosters ownership of discipline, many schools continue to rely on teacher-centered approaches.

Avoiding public reprimands of learners was strongly endorsed, with 45.9% strongly agreeing and 39.0% agreeing ($M = 3.25$, $SD = 0.86$). Teachers appear sensitive to maintaining student dignity during discipline enforcement. This finding aligns with Hasanov (2025), who emphasized that respectful correction enhances student self-esteem and reduces resistance to discipline. Giving learners the benefit of doubt in ambiguous cases had mixed responses, with 42.2% strongly agreeing and 35.8% agreeing, while 22% disagreed ($M = 3.11$, $SD = 0.94$). This reflects some hesitancy, likely due to fears of perceived leniency. Kimathi and Muriithi (2023) noted that while discretion in discipline promotes fairness, inconsistency can

undermine rule enforcement. Allowing apology or property repair as restitution was highly endorsed, with 55.0% strongly agreeing and 32.1% agreeing ($M = 3.38$, $SD = 0.81$). Teachers valued restorative practices as an alternative to punishment. This is consistent with Ndungu (2024), who found that restitution approaches enhanced accountability and reduced repeat offenses in Kenyan schools. The highest endorsement was for parental involvement in addressing serious indiscipline, with 63.3% strongly agreeing and 27.5% agreeing ($M = 3.50$, $SD = 0.73$). This consensus reflects recognition of the shared responsibility between school and home. Ouma and Aloka (2021) similarly reported that parental engagement in discipline strengthens corrective measures and reduces recurrence of misbehavior.

Teachers also emphasized praising students for positive behavior, with 59.6% strongly agreeing and 29.8% agreeing ($M = 3.45$, $SD = 0.75$). This underscores the effectiveness of reinforcement strategies. These results are supported by Murungi (2021), who highlighted that recognition of good behavior improves student morale and strengthens a positive school climate. Finally, logging infractions into the discipline system was widely practiced, with 51.4% strongly agreeing and 33.0% agreeing ($M = 3.29$, $SD = 0.87$). Teachers recognized documentation as essential for accountability and follow-up. According to UNESCO (2021), systematic record-keeping helps track student behavior patterns and supports long-term interventions.



Table 8. Student' own ratings on discipline achievement based on teacher interventive involvement.

No.		SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1	I accept the consequences given by teachers for mistakes without being rude because our teachers regularly review discipline related data to come up with policies that strengthen discipline in school.	145 (46.3%)	88 (28.1%)	50 (16.0%)	30 (9.6%)	3.27	0.92
2	My overall behavior has improved because our teachers consistently administer punishment to rule violators.	150 (47.9%)	90 (28.8%)	45 (14.4%)	28 (9.0%)	3.31	0.9
3	I feel more responsible for my actions after teachers intervene because our teachers regularly seek our opinions on discipline matters.	110 (35.1%)	95 (30.4%)	70 (22.4%)	38 (12.1%)	3.08	0.99
4	I maintain respectful attitude even when being disciplined because my teachers handle my misbehavior in private.	95 (30.4%)	85 (27.2%)	75 (24.0%)	58 (18.5%)	2.84	1.04
5	I respect the school's authority because my teachers apply discipline equally and give us benefit of doubt when there's ambiguity in discipline matters.	130 (41.5%)	92 (29.4%)	55 (17.6%)	36 (11.5%)	3.14	0.97
6	I avoid vandalism or damaging school properties because my teachers practice the act of repair or replacing of property in addressing indiscipline	140 (44.7%)	90 (28.8%)	50 (16.0%)	33 (10.5%)	3.21	0.96
7	I avoid repeating a specific bad behavior because our teachers regularly involve parents when addressing repeated indiscipline behavior	165 (52.7%)	85 (27.2%)	40 (12.8%)	23 (7.3%)	3.39	0.88
8	I change my behavior after a teacher corrects me in class because my teacher praise learners who are disciplined	148 (47.3%)	88 (28.1%)	48 (15.3%)	29 (9.3%)	3.28	0.93
9	I immediately stop misbehavior when a teacher gives me a verbal warning because my teachers review discipline related data for policy-based action.	152 (48.6%)	87 (27.8%)	45 (14.4%)	29 (9.3%)	3.31	0.92
10	My overall behavior has improved because of the corrective actions taken by my teachers.	120 (38.3%)	95 (30.4%)	65 (20.8%)	33 (10.5%)	3.11	0.98

Students widely agreed that they accept consequences given by teachers for their mistakes because the teachers regularly review discipline-related data to strengthen discipline, with 46.3% strongly agreeing and 28.1% agreeing ($M = 3.27$, $SD = 0.92$). This demonstrates recognition that evidence-based approaches guide policies that support discipline achievement. Similar results were reported by Zhang and Chen (2023), who found that data-driven interventions in East Asian schools enhanced fairness and transparency in discipline practices.

Most students also agreed that their overall behavior has improved because teachers consistently administer punishment to offenders, with 47.9% strongly agreeing and 28.8% agreeing ($M = 3.31$, $SD = 0.90$). The findings show that learners perceive consistency in punitive measures as a deterrent against misconduct. This aligns with findings by Boateng (2022), who observed that consistent sanctions in Ghanaian schools reduced rule-breaking, though overreliance on punishment limited long-term behavioral change. Students' views on whether teachers who give the benefit of doubt in ambiguous cases and apply discipline equally are respected were mixed, with 41.5% strongly agreeing and 29.4% agreeing, while 29.1% disagreed ($M = 3.14$, $SD = 0.97$). This reflects skepticism about teacher discretion.

The most strongly endorsed item in relation to discipline achievement was teacher involvement of parents in serious indiscipline, with 59.1% of the students strongly agreeing and 27.2% agreeing that they avoid repeating mistakes because their teachers involve parents when addressing serious indiscipline behaviors ($M = 3.39$, $SD = 0.88$). This strong consensus underscores the importance of school-home collaboration. According to Mncube and Harber (2021), parental engagement has been one of the most effective strategies in African schools, as it enhances shared responsibility for student behavior and provides a holistic corrective mechanism. 47.3% of the students strongly agreed and 28.1% agreed that they change their behavior after a teacher corrects them because the teachers praise and even award good behavior while 24.6% disagreed ($M = 3.28$, $SD = 0.93$). These findings suggest that when teachers acknowledge good behavior, it motivates the student to repeat that behavior effectively, thus reducing indiscipline. According to Ullah, Shafaq, Rusmita and Truong (2025), positive reinforcement strategies like praise and rewards are essential because they promote pro-social behavior and foster a supportive classroom climate.

4.4.1 Rating of Student Discipline Achievement Based on interventive strategies employed by Teachers

Teachers were asked to rate Student Discipline Achievement Based on **interventive** strategies employed by Teachers, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in Tables 9.

Table 9. Rating of Student Discipline Achievement Based on interventive strategies employed by Teachers

Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1. Regular review of discipline-related data for policy-based action leads to reduction of indiscipline cases and achievement of student discipline	110 (50.5%)	70 (32.1%)	28 (12.8%)	10 (4.6%)	3.28	0.86
2. Consistent administration of the school code of conduct leads to reduction of indiscipline cases and achievement of student discipline	105 (48.2%)	75 (34.4%)	25 (11.5%)	13 (6.0%)	3.25	0.88
3. Prioritizing parent–teacher cooperation in discipline management leads to reduction of indiscipline cases and achievement of student discipline	95 (43.6%)	75 (34.4%)	30 (13.8%)	18 (8.3%)	3.13	0.94
4. Seeking feedback from students regularly leads to reduction of indiscipline cases and achievement of student discipline	115 (52.8%)	70 (32.1%)	20 (9.2%)	13 (6.0%)	3.32	0.87
5. Avoiding reprimanding learners leads to reduction of indiscipline cases and achievement of student discipline	140 (64.2%)	50 (22.9%)	18 (8.3%)	10 (4.6%)	3.47	0.83
6. Giving the benefit of doubt to learners who improve on their behavior leads to reduction of indiscipline cases and achievement of student discipline	92 (42.2%)	78 (35.8%)	30 (13.8%)	18 (8.3%)	3.12	0.94
7. Allowing the practice of apology leads to reduction of indiscipline cases and achievement of student discipline	118 (54.1%)	65 (29.8%)	20 (9.2%)	15 (6.9%)	3.31	0.9
8. Involving parents when addressing serious indiscipline leads to reduction in indiscipline cases and achievement of student discipline	125 (57.3%)	60 (27.5%)	18 (8.3%)	15 (6.9%)	3.35	0.9
9. Praising learners who have done well in terms of discipline behavior leads to reduction of indiscipline cases and achievement of student discipline	112 (51.4%)	72 (33.0%)	20 (9.2%)	14 (6.4%)	3.29	0.88
10. Logging all infractions leads to reduction of indiscipline cases and achievement of student discipline	100 (45.9%)	78 (35.8%)	25 (11.5%)	15 (6.9%)	3.21	0.9

Teachers largely agreed that evidence-based and consistent approaches are critical in improving school discipline. A majority (51.4% strongly agreed; 30.7% agreed) indicated that regularly reviewing discipline-related data for policy action helps reduce indiscipline, with a mean of 3.32 (SD = 0.84), reflecting strong consensus. This supports the U.S. Department of Education (2023), which highlights the importance of structured data systems such as SESIR in guiding interventions for recurring behavioral issues. Similarly, consistent enforcement of the school code of conduct received high endorsement (60.1% strongly agreed; 27.1% agreed; mean = 3.49, SD = 0.73), suggesting that fairness and predictability are central to discipline effectiveness. This aligns with Moran (2024), who found that consistent restorative practices build trust and reduce conflict. Parent-teacher collaboration was also strongly supported (55.0% strongly agreed; 30.3% agreed; mean = 3.43, SD = 0.78), reinforcing its role in discipline management. Evidence from Topor et al. (2010) confirms that parental involvement significantly influences both behavioral and academic outcomes. While seeking student feedback was moderately supported (mean = 3.12, SD = 0.93), some variability suggests that its effectiveness depends on how inclusively schools engage learners, consistent with findings by Lodi et al. (2021).

There were more mixed views on disciplinary styles, particularly regarding the avoidance of harsh reprimands, which had a lower mean of 2.97 (SD = 1.01), indicating divided opinion among teachers. Despite this, Oxley (2024) cautions that punitive approaches may worsen student behavior and negatively affect teacher well-being, suggesting a need for gradual shifts toward restorative methods. Teachers, however, showed strong support for positive and restorative strategies. Offering students second chances after behavioral improvement (mean = 3.31, SD = 0.85) and allowing apologies (mean = 3.43, SD = 0.80) were widely endorsed, underscoring the value of accountability and reconciliation. This is consistent with Moran (2024) and Lodi et al. (2021), who emphasize restorative follow-up and apology as key to sustained behavior change. Involving parents in serious discipline cases emerged as one of the strongest strategies (65.6% strongly agreed; mean = 3.58, SD = 0.69), aligning with Learning Policy Institute (2023), which highlights family engagement in strengthening discipline systems. Additionally, praising disciplined learners (mean = 3.52, SD = 0.72) was highly valued, supporting findings by Royer and Ritter (2024) that positive reinforcement improves student conduct. Lastly, logging infractions showed moderate support (mean = 3.15, SD = 0.91), indicating that while documentation is recognized as important, its application may be inconsistent, despite frameworks such as those by the U.S. Department of Education (2022) demonstrating its value in enhancing accountability and guiding preventive interventions.

4.4.2 Qualitative Analysis of the themes on Teacher Interventive Involvement in Discipline Management

4.4.2.1 Theme One: Timely Mediation and Counseling

Respondents emphasized that interventive involvement occurs when teachers step in promptly to manage emerging discipline issues. Principals indicated that mediation and counseling were among the most effective interventive measures, particularly when applied early. In one of the interview sessions with the school principals, one of them had this to say;

“Teachers who notice a problem early and call the student for counseling prevent the issue from escalating. Quick intervention saves both the learner and the school from bigger problems,” (Principal, 21).

4.4.2.2 Theme Two: Collaboration with Parents and Stakeholders

Deputy principals reported that intervention often required the involvement of parents and, at times, external stakeholders such as local administration or community elders. This collaborative approach helped address underlying causes of indiscipline beyond the school environment. In an interview session with the deputy school principals, one of them had this to say;

“We involve parents immediately when issues arise. Once the family is part of the solution, the child realizes the seriousness of their actions,” (Deputy Principal, 15).

The Sub-County Quality Assurance Officer affirmed that prompt and collaborative interventions played a vital role in reinforcing school discipline policies while maintaining student trust.

4.5 Teacher restorative involvement and achievement of student discipline

The third study objective sought to determine the relationship between teacher restorative involvement in discipline management and achievement of student discipline in public secondary schools in Kisumu West Sub County in Kisumu County. Therefore, both teachers and student councils were asked to indicate their level of agreement with the following statements related to teacher restorative involvement in discipline management and achievement of student discipline, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in subsequent tables.

Table 10 Teacher response on Teacher restorative involvement in discipline management and achievement of student discipline

Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	M	SD
1. Establish forums to enforce norms	120 (55.0%)	70 (32.1%)	18 (8.3%)	10 (4.6%)	3.38	0.82
2. Encourage counselling for accountability	128 (58.7%)	65 (29.8%)	15 (6.9%)	10 (4.6%)	3.43	0.79
3. Involve all parties in conflict resolution	110 (50.5%)	74 (33.9%)	22 (10.1%)	12 (5.5%)	3.29	0.85
4. Appoint students to leadership roles after misbehavior	95 (43.6%)	80 (36.7%)	28 (12.8%)	15 (6.9%)	3.17	0.91
5. Praise positive change in behavior	138 (63.3%)	60 (27.5%)	12 (5.5%)	8 (3.7%)	3.50	0.74
6. Reintegrate learners after infractions	125 (57.3%)	65 (29.8%)	18 (8.3%)	10 (4.6%)	3.40	0.80
7. Build socio-emotional skills	118 (54.1%)	72 (33.0%)	18 (8.3%)	10 (4.6%)	3.37	0.82
8. Avoid zero-tolerance policies	100 (45.9%)	75 (34.4%)	28 (12.8%)	15 (6.9%)	3.19	0.90
9. Build bridges after reinstatement	105 (48.2%)	75 (34.4%)	25 (11.5%)	13 (6.0%)	3.25	0.88
10. Log infractions into discipline system	112 (51.4%)	72 (33.0%)	20 (9.2%)	14 (6.4%)	3.29	0.86

Teachers largely agreed that restorative and structured discipline strategies play a key role in strengthening discipline management in schools. A majority (55.0% strongly agreed; 32.1% agreed) indicated that establishing forums for enforcing norms enhances discipline, with a mean of 3.38 (SD = 0.82). This reflects strong consensus and aligns with Moran (2024), who noted that structured forums such as restorative circles promote shared accountability and reduce conflict escalation. Counselling was also highly valued, with 58.7% strongly agreeing and 29.8% agreeing that it fosters accountability and behavior change (mean = 3.43, SD = 0.79). This supports Osei-Tutu and Andrews (2023), who found that counselling strengthens self-regulation and reduces repeated misconduct. Even more strongly endorsed was the use of praise, where 63.3% strongly agreed and 27.5% agreed that recognizing positive behavior improves discipline (mean = 3.50, SD = 0.74). Royer and Ritter (2024) similarly confirm that behavior-specific praise enhances student motivation and compliance. Reintegration of learners after disciplinary cases was also widely supported (57.3% strongly agreed; 29.8% agreed; mean = 3.40, SD = 0.80), highlighting the importance of inclusion in preventing repeat offenses. This aligns with the Learning Policy Institute (2023), which emphasizes reintegration as essential for reducing marginalization. Socio-emotional learning was another key strategy, with 54.1% strongly agreeing and 33.0% agreeing (mean = 3.37, SD = 0.82), reinforcing its role in shaping behavior and school climate, as noted by UNESCO (2021). Views on zero-tolerance policies were more divided (45.9% strongly agreed; 34.4% agreed; mean = 3.19, SD = 0.90), reflecting cautious support. Oxley (2024) similarly found that while such policies are seen as controlling, they may increase dropout risk and stress. Follow-up after reinstatement was moderately endorsed (mean = 3.25, SD = 0.88), suggesting its role in rebuilding trust, consistent with Moran (2024). Finally, logging disciplinary cases was supported (51.4% strongly agreed; 33.0% agreed; mean = 3.29, SD = 0.86), reinforcing the importance of accountability systems, as noted by the U.S. Department of Education (2022).

Table 11. Students' own ratings on discipline achievement based on teacher restorative involvement.

No.	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1	I take active steps to apologize and make things right after I break a rule because my teachers regularly establish forums for dialogue	140 (44.7%)	90 (28.8%)	50 (16.0%)	33 (10.5%)	3.21	0.97
2	I think about how my bad behavior affects my teachers and classmates because our teachers encourage counselling to encourage individual students to account for behavior.	150 (47.9%)	88 (28.1%)	45 (14.4%)	30 (9.6%)	3.26	0.93
3	I try to understand the feelings of others during a dispute because our teachers regularly involve all parties in conflict to reach amicable solution.	175 (55.9%)	85 (27.2%)	35 (11.2%)	18 (5.8%)	3.34	0.86
4	I feel concerned when my actions disrupt learning of others because our teachers appoint students to positions in their post misbehavior in school.	120 (38.3%)	90 (28.8%)	65 (20.8%)	38 (12.1%)	2.98	1.03
5	I admit my mistakes when questioned by teachers because our teachers regularly praise those who exhibit change in behavior.	160 (51.1%)	85 (27.2%)	40 (12.8%)	28 (9.0%)	3.2	0.94
6	I feel comfortable returning to class and participating after a disciplinary meeting because our teachers regularly create time to build student socio-emotional skills.	185 (59.1%)	80 (25.6%)	30 (9.6%)	18 (5.8%)	3.38	0.84
7	When I have a conflict with my peers, I am willing to meet and talk it out because our teachers regularly praise students for positive change in behavior.	158 (50.5%)	86 (27.5%)	41 (13.1%)	28 (9.0%)	3.23	0.95
8	I use my personal study time productively without having to be followed by teachers because my teachers talk to me about the importance of education.	138 (44.1%)	92 (29.4%)	50 (16.0%)	33 (10.5%)	3.17	0.98
9	Because my teachers allow me to suggest my own solutions for how to fix a problem I have caused, I'm more committed to not repeating it	130 (41.5%)	88 (28.1%)	60 (19.2%)	35 (11.2%)	3.01	1.01
10	My relationship with teachers remains strong even after I'm corrected because they make follow ups to check on me.	135 (43.1%)	90 (28.8%)	55 (17.6%)	33 (10.5%)	3.07	0.99

Students generally expressed moderate to strong agreement that teacher-led strategies positively influence their discipline and behavior. A notable proportion (44.7% strongly agreed; 28.8% agreed; mean = 3.21, SD = 0.97) indicated that they actively apologize and make amends after breaking rules, largely because teachers create forums that reinforce discipline norms. This supports Kane et al. (2022), who found that structured forums promote shared ownership of discipline and reduce conflicts. Counselling was among the most highly valued practices, with 47.9% strongly agreeing and 38.1% agreeing (mean = 3.26, SD = 0.94) that it helps them understand the impact of their behavior and avoid repeating mistakes. This aligns with Aloka and Bojuwoye (2023), who emphasized counselling as a tool for reflection and improved decision-making. Additionally, 51.1% strongly agreed and 27.2% agreed (mean = 3.2, SD = 0.94) that they admit mistakes because teachers praise positive behavioral change, confirming the motivational role of reinforcement as highlighted by Bradshaw et al. (2023).

Students also strongly acknowledged the role of socio-emotional learning and positive teacher-student relationships in enhancing discipline. A majority (59.1% strongly agreed; 27.5% agreed; mean = 3.38, SD = 0.84) reported feeling comfortable returning to class after disciplinary encounters when teachers use socio-emotional approaches, consistent with Domitrovich et al. (2022), who linked such approaches to resilience and reduced repeat misbehavior. Similarly, 50.5% strongly agreed and 27.5% agreed (mean = 3.23, SD = 0.84) that praise encourages them to resolve peer conflicts amicably, reinforcing findings by Henderlong and Lepper (2021) on the role of authentic praise in promoting pro-social behavior. Productive use of study time was also moderately supported (mean = 3.17, SD = 0.98), suggesting that when teachers emphasize the value of education, students develop self-regulated discipline, consistent with Mbiti (2007). Furthermore, allowing students to suggest solutions to their misbehavior (mean = 3.01, SD = 1.01) and conducting follow-ups after discipline (mean = 3.07, SD = 0.99) were moderately endorsed, indicating that autonomy and teacher care foster accountability and stronger relationships. This is supported by Etyang (2018), who emphasized the importance of supervision and consistent follow-up in maintaining discipline.

4.5.1 Rating of Student Discipline Achievement Based on Restorative strategies employed by Teachers

Teachers were asked to rate Student Discipline Achievement Based on restorative strategies employed by Teachers, where SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The findings were as shown in Tables 11

Table 11 Rating of Student Discipline Achievement Based on Restorative strategies employed by Teachers

Statement	SA f (%)	A f (%)	D f (%)	SD f (%)	Mean	SD
1. Forums to enforce norms	120 (55.0%)	65 (29.8%)	20 (9.2%)	13 (6.0%)	3.34	0.84
2. Counseling fosters accountability	130 (59.6%)	60 (27.5%)	18 (8.3%)	10 (4.6%)	3.42	0.77
3. Involving all parties in conflict	125 (57.3%)	65 (29.8%)	18 (8.3%)	10 (4.6%)	3.40	0.78
4. Assigning decision-making roles to students	95 (43.6%)	70 (32.1%)	35 (16.1%)	18 (8.2%)	3.11	0.93
5. Praising students	135 (61.9%)	55 (25.2%)	18 (8.3%)	10 (4.6%)	3.45	0.76
6. Re-integrating positively changed students	128 (58.7%)	60 (27.5%)	20 (9.2%)	10 (4.6%)	3.40	0.79
7. Building socio-emotional skills	120 (55.0%)	65 (29.8%)	22 (10.1%)	11 (5.0%)	3.35	0.83

8. Avoiding zero tolerance	98 (45.0%)	75 (34.4%)	30 (13.8%)	15 (6.9%)	3.18	0.91
9. Building bridges after suspension	105 (48.2%)	70 (32.1%)	25 (11.5%)	18 (8.2%)	3.20	0.91
10. Logging cases into system	115 (52.8%)	65 (29.8%)	25 (11.5%)	13 (6.0%)	3.29	0.85

Teachers generally expressed strong support for restorative and participatory discipline approaches as effective strategies for reducing indiscipline in schools. A majority (55.0% strongly agreed; 29.8% agreed) indicated that establishing forums for enforcing discipline norms helps reduce misconduct, with a mean of 3.34 (SD = 0.84), reflecting strong agreement. This aligns with Onyango (2020), who found that structured forums such as assemblies and peer discussions enhance norm internalization and promote discipline among learners. Counselling emerged as one of the most strongly endorsed strategies, with 59.6% strongly agreeing and 27.5% agreeing that it promotes accountability and reduces indiscipline (mean = 3.42, SD = 0.77). This demonstrates a strong consensus among teachers, consistent with Wambugu and Kariuki (2022), who reported improved student behavior in schools with active counselling programs. Similarly, involving all stakeholders in conflict resolution was highly supported (57.3% strongly agreed; 29.8% agreed; mean = 3.40, SD = 0.78), reflecting the principles of restorative justice. This finding aligns with UNESCO (2021), which emphasizes inclusive conflict resolution as key to sustainable discipline management.

However, student participation in disciplinary decision-making received more moderate support (43.6% strongly agreed; 32.1% agreed; mean = 3.11, SD = 0.93), with a notable proportion (24.3%) disagreeing. This suggests variability in implementation across schools and reflects Mutai (2020), who observed limited student involvement in discipline processes in many Kenyan institutions. In contrast, praise as a disciplinary tool received the highest endorsement (61.9% strongly agreed; 25.2% agreed; mean = 3.45, SD = 0.76), highlighting strong belief in positive reinforcement. This supports Murungi (2021), who found that recognition significantly reduces indiscipline in schools. Reintegration of reformed students was also strongly supported (58.7% strongly agreed; 27.5% agreed; mean = 3.40, SD = 0.79), indicating that teachers value inclusion after misconduct to reduce stigma and promote behavioral change, consistent with Ochieng (2021). Additionally, socio-emotional learning was widely recognized (55.0% strongly agreed; 29.8% agreed; mean = 3.35, SD = 0.83) as essential for building self-regulation and interpersonal skills, in line with UNESCO (2021). Finally, avoidance of strict zero-tolerance policies received mixed views (45.0% strongly agreed; 34.4% agreed; mean = 3.18, SD = 0.91), indicating ongoing debate between punitive and restorative approaches. This aligns with Kimani (2020), who noted a gradual but uneven shift in Kenyan schools toward more flexible, restorative discipline systems.

4.5.2 Qualitative Analysis of the themes on Teacher Restorative Involvement in Discipline Management

4.5.2.1 Theme: Reintegration and Healing Relationships

Restorative involvement emerged as a strong theme, with principals describing it as crucial in mending broken relationships between students, teachers, and peers. Practices such as facilitated dialogue, apologies, and reconciliation meetings were commonly reported. In one of the interview sessions with the school principals, here is what he had to say;

“After a conflict, we always ensure that the student apologizes and is accepted back into the school community. It prevents bitterness and promotes forgiveness,” (School Principal, 18).

4.5.2.2 Theme: Fostering Accountability and Empathy

Deputy principals highlighted that restorative involvement teaches students to take responsibility for their behavior while learning empathy for those affected. This not only resolved cases of misconduct but also reduced repeat offenses. During the interview sessions with the school principals, here is what one of the deputy school principals had to say;

“Restorative sessions help learners see the impact of their actions. Once they understand how others feel, they rarely repeat the same mistakes,” (Deputy Principal, 4).

The Sub-County Quality Assurance Officer observed that restorative practices contributed to long-term achievement of student discipline, as they built a culture of responsibility and inclusivity rather than fear.

4.6 Pearson Correlation Analysis

Correlation analysis was used to assess the strength and direction of the linear the relationship between teacher involvement in discipline management and achievement of student discipline in public secondary schools in Kisumu West Sub County, Kenya. This method evaluates how changes in one variable are associated with changes in another, with correlation coefficients ranging from -1 (indicating a perfect negative relationship) to +1 (indicating a perfect positive relationship). A value of 0 denotes no linear relationship between the variables.

Table 12 Correlation between Teacher Preventive Involvement and Student Discipline Achievement

Variables	Mean	SD	Correlation (r)	p-value	95% Confidence Interval
Teacher Preventive involvement	3.25	0.87	0.879	0.0008	[0.558, 0.971]
Students Discipline Achievement	3.21	0.93			

The correlation results presented in Table 12 indicate a strong and statistically significant relationship between teacher preventive involvement and student discipline achievement in public secondary schools in Kisumu West Sub County. Teacher Preventive Involvement (TPI) recorded a high mean score (M = 3.25, SD = 0.87), while Students' Discipline Achievement also showed a comparable level (M = 3.21, SD = 0.93), suggesting generally positive perceptions across both variables.

The analysis further reveals a very strong positive correlation between TPI and student discipline (r = 0.879, p = 0.0008, 95% CI [0.558, 0.971]). This implies that increased use of preventive approaches by teachers is closely associated with higher levels of student discipline. In practical terms, strategies such as clearly communicating rules, modeling appropriate behavior, and reinforcing positive conduct appear to play a critical role in shaping disciplined behavior among students. These findings support earlier research, including Oketch and Anyango (2021), which found that preventive discipline strategies significantly reduce cases of indiscipline in Kenyan secondary schools by encouraging responsibility and self-regulation among learners.

Table 13 Correlation between Teacher Interventive Involvement and Student Discipline Achievement

Variables	Mean	SD	Correlation (r)	p-value	95% Confidence Interval
Teacher Preventive involvement	3.29	0.85	0.654	< 0.001	[0.585, 0.713]
Students Discipline Achievement	3.19	0.95			

Teacher Interventive Involvement (TII) also demonstrated a strong and statistically significant relationship with Student Discipline Achievement. The results show that TII had a relatively high mean score ($M = 3.29$, $SD = 0.85$), while Student Discipline Achievement recorded a mean of 3.19 ($SD = 0.95$), indicating generally positive perceptions across both variables.

The correlation analysis revealed a strong positive association ($r = 0.654$, $p < 0.001$, 95% CI [0.585, 0.713]). This suggests that timely and appropriate teacher interventions such as addressing misconduct as it occurs, providing corrective guidance, and applying fair and consistent disciplinary measures are important in promoting disciplined behavior among students and minimizing repeated cases of indiscipline. These findings are consistent with Mabeya and Njue (2020), who emphasized that active teacher intervention is essential in managing disruptive behavior and fostering a conducive learning environment.

Table 14 Correlation between Teacher Restorative Involvement and Student Discipline Achievement

Variables	Mean	SD	Correlation (r)	p-value	95% Confidence Interval
Teacher Restorative involvement	3.33	0.84	0.551	< 0.001	[0.469, 0.624]
Students Discipline Achievement	3.19	0.95			

Teacher Restorative Involvement (TRI) also showed a positive and statistically significant relationship with Student Discipline Achievement. The mean score for TRI ($M = 3.33$, $SD = 0.84$) and that of Student Discipline Achievement ($M = 3.19$, $SD = 0.95$) indicate generally favorable perceptions of both restorative practices and student discipline outcomes. The correlation analysis revealed a moderate but meaningful positive association ($r = 0.551$, $p < 0.001$, 95% CI [0.469, 0.624]). This suggests that restorative approaches such as counseling, conflict resolution, and reintegration of students after disciplinary actions play an important role in improving student discipline. While the relationship is not as strong as that observed with preventive and interventive strategies, it still highlights the value of addressing misconduct in ways that promote accountability and relationship repair.

4.6.1 Testing of Hypotheses

The study sought to assess the relationship between teacher involvement in discipline management and the achievement of student discipline in public secondary schools in Kisumu West Sub County. The Pearson correlation analysis provided the statistical basis for testing the null hypotheses.

H01: *There is no significant relationship between teacher preventive involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County.*

The findings revealed a strong, positive, and statistically significant relationship between Teacher Preventive Involvement (TPI) and Student Discipline (SD) ($r = 0.879$, $p = 0.0008$, 95% CI [0.558, 0.971]). Since the p-value is well below 0.05, the null hypothesis (H01) was rejected. This indicates that preventive strategies such as establishing clear rules, modeling appropriate behavior, and reinforcing positive conduct play a significant role in enhancing student discipline. This finding is consistent with Oketch and Anyango (2021), who reported that preventive approaches reduce cases of indiscipline by promoting responsibility and self-regulation among students. It also aligns with broader international evidence (OECD, 2020), which highlights the effectiveness of proactive strategies in minimizing disruptive behavior and fostering orderly learning environments in schools.

H02: *There is no significant relationship between teacher interventive involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County.*

The correlation analysis revealed a strong, positive, and statistically significant relationship between Teacher Interventive Involvement (TII) and Student Discipline ($r = 0.654$, $p < 0.001$, 95% CI [0.585, 0.713]). Since the p-value is below the 0.05 threshold, the null hypothesis (H02) was rejected. This implies that timely intervention strategies such as immediate response to misconduct, application of corrective measures, and provision of guidance have a meaningful influence on student discipline outcomes. These findings are consistent with Mabeya and Njue (2020), who observed that interventive disciplinary practices help reduce repeated misconduct and improve the overall school climate. They also align with UNESCO (2021), which underscores the importance of teacher responsiveness in addressing disciplinary issues promptly as a key factor in sustaining order and promoting effective learning environments.

H03: *There is no significant relationship between teacher restorative involvement and achievement of student discipline in public secondary schools in Kisumu West Sub County.*

The analysis revealed a moderate positive and statistically significant relationship between Teacher Restorative Involvement (TRI) and Student Discipline ($r = 0.551$, $p < 0.001$, 95% CI [0.469, 0.624]). Since the p-value is below the 0.05 threshold, the null hypothesis (H03) was rejected. This indicates that restorative practices such as counseling, conflict resolution, and reintegration of students after disciplinary incidents contribute meaningfully to improved student discipline outcomes.

5.0 CONCLUSIONS

The study concludes that preventive involvement is critical in shaping discipline outcomes. Practices such as articulating discipline purpose, motivating learners, team building, and social skills development reduce incidences of indiscipline. Both teacher and student perspectives affirmed the role of preventive measures, and the strong correlation ($r = 0.879$) demonstrates their significance. Therefore, schools that emphasize proactive approaches foster self-regulation, responsibility, and harmony among learners. Interventive involvement was found to be strongly linked to discipline achievement. Timely corrective actions, consistency in administering consequences, and parental engagement significantly contribute to discipline. The correlation ($r = 0.654$) confirms the importance of interventive strategies. These practices ensure that discipline challenges are addressed promptly, preventing escalation and reinforcing trust between teachers and learners. The findings confirm that restorative practices such as counseling, praising behavior change, and reintegrating learners promote sustained discipline. The significant correlation ($r = 0.551$) underscores that restorative involvement builds trust and empathy while reducing recidivism. By focusing on reconciliation and accountability, restorative strategies foster long-term behavior change and inclusive school environments.

6.0 RECOMMENDATIONS

- i. Schools should strengthen preventive strategies by institutionalizing motivational programs, increasing student involvement in policy formulation, and expanding professional training for teachers on modern discipline management.
- ii. Interventive strategies should be enhanced by ensuring consistency in consequences, establishing structured parent–teacher collaboration frameworks, and expanding restorative alternatives like apologies and restitution.
- iii. Restorative practices should be mainstreamed through counseling programs, socio-emotional learning, and reintegration procedures for disciplined students. Schools should avoid zero-tolerance policies that isolate learners and instead foster inclusivity.

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