

Influence of Board of Management Practices on Teacher Discipline in Private Junior Schools in Juja Sub-County, Kenya

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ABSTRACT

Teacher discipline is essential for maintaining professionalism, accountability, and effective teaching in schools. This study examined the key factors within Board of Management practices associated with teachers' discipline in private junior schools in Juja Subcounty, Kiambu County, Kenya. The study was guided by the Systems Theory of Educational Management and adopted a quantitative descriptive survey design. The target population comprised 1,508 respondents from 127 private junior schools, including 127 principals, 1,000 teachers, and 381 Board of Management members. A sample of 228 respondents was selected from 38 schools, comprising 38 principals, 76 teachers, and 114 Board of Management members. A total of 224 respondents participated, producing a response rate of 98.2%. Data were collected using structured questionnaires and analysed using descriptive statistics and simple linear regression. The findings showed that participatory decision-making recorded the highest mean score of 3.88, followed by teacher support systems at 3.87 and clear disciplinary guidelines at 3.81. Fair and consistent enforcement recorded the lowest mean score of 3.39, indicating differences in respondents' perceptions of disciplinary fairness. The regression results indicated a strong positive association between key Board of Management factors and teachers' discipline, with $R = .992$, $R^2 = .984$, $F(1, 222) = 13,427.067$, and $p < .001$. The study concluded that policy clarity, fairness, communication, participatory decision-making, support systems, prompt handling of misconduct, and regular policy review are important in strengthening teachers' professional conduct. It recommends consistent enforcement of disciplinary policies, transparent communication, regular policy reviews, and greater involvement of teachers and principals in disciplinary decision-making.

Keywords: Board of Management, teacher discipline, private junior schools, disciplinary policies, school governance

INTRODUCTION

Teacher discipline is essential for maintaining professionalism, accountability, and effective teaching in schools. In private junior schools, the Board of Management plays an important role in setting disciplinary expectations, communicating policies, supporting teachers, and ensuring that misconduct is addressed fairly and promptly. Practices such as clear policy formulation, consistent enforcement, participatory decision-making, regular policy review, and teacher support can strengthen teachers' adherence to professional standards. Clear disciplinary guidelines and active participation by school leaders can contribute to a more disciplined school environment (Williams et al., 2023).

Previous studies have mainly examined school leadership, general governance, academic performance, and student discipline, with limited attention given to teachers' discipline in private junior schools. Kaukewahulo and Nkengbeza (2023) focused on the roles of principals and teachers in improving academic performance but did not examine the specific practices of Boards of Management. Similarly, Kamau and Mwangi (2019) examined transparency and accountability in school governance but did not cover the wider range of BoM practices, including fairness, communication, policy review, teacher participation, support systems, and prompt handling of misconduct. This leaves limited evidence on how these factors operate within the distinct ownership and management structures of private junior schools in Juja Subcounty. This

study addressed the gap by examining the specific factors within BoM practices associated with teachers' discipline in private junior schools in Juja Subcounty.

THEORETICAL FRAMEWORK

The study was guided by Systems Theory of Educational Management which emerged in the mid-20th century, drawing from Ludwig von Bertalanffy's General Systems Theory (1950s) and later applied to education management. It views schools as open systems where inputs (resources, policies, leadership) are transformed into outputs (student performance, teacher discipline) through various processes. Educational management scholars such as Oben (2021) and Lu (2022) have adapted systems theory to school governance, emphasizing interconnectedness among stakeholders. Over time, the theory has evolved to highlight feedback loops, accountability, and the importance of aligning subsystems (teachers, boards, parents, community, and policy structures) for overall institutional effectiveness.

The key tenets include interdependence (all parts of the system affect each other), feedback (systems adjust based on responses), input-output relationships (resources and governance yield measurable results), and equilibrium (systems must balance internal needs with external demands). In this study, systems theory explained how BoM practices are influenced by wider structures such as Ministry of Education policies, school owners' interests, and parental expectations. In line with Objective two, it one helped assess whether disciplinary policies are applied effectively within Juja's private schools.

LITERATURE REVIEW

Globally, a study by Williams et al. (2023) explored the role of assistant principals in managing school discipline in urban middle schools in the United States. The research, employing qualitative interviews and surveys, revealed that assistant principals who actively participated in the decision-making process and maintained clear disciplinary guidelines played a pivotal role in fostering a disciplined school environment. The study emphasized the importance of leadership in ensuring teacher compliance with school policies. Recommendations included empowering school leaders with more autonomy in disciplinary decisions and fostering stronger leadership training. However, the study did not explore the specific influence of Board of Management (BoM) practices in private schools, thus leaving a gap that this study seeks to address, particularly in the context of Juja Subcounty.

In Namibia, Kaukewahulo and Nkengbeza (2023) investigated the roles of school principals and teachers in improving academic performance, focusing on how leadership practices affect both student and teacher discipline. Using a mixed-methods approach, they found that principals who embraced instructional leadership were better at managing teacher behavior and supporting student discipline. They recommended that principals should be given more leadership training to enhance their management of teacher behavior. However, this research did not directly examine the role of the Board of Management in shaping teacher discipline, particularly in the context of private schools. This study explored how BoM practices influence teacher discipline, a facet that was not fully addressed in Kaukewahulo and Nkengbeza's research.

In Kenya, Kamau and Mwangi (2019) investigated the influence of BoM transparency and accountability on teacher discipline in private schools in Juja Subcounty. They employed a mixed-methods approach, including surveys and interviews with school administrators and teachers, to examine how transparent decision-making processes by BoM members impacted teacher discipline. The study found that schools with clear and transparent BoM practices reported higher levels of teacher accountability and discipline. They recommended that BoMs should prioritize transparency and regular monitoring of teachers to improve discipline. While the study focused on BoM practices in Juja Subcounty, it did not fully explore the broader spectrum of BoM practices or their direct impact on teacher behavior. The current study expanded on amau and Mwangi's findings by examining a wider range of BoM practices and their specific influence on teacher discipline in private schools within Juja Subcounty. Despite the valuable insights provided by these studies, there is still a gap in understanding the comprehensive role of BoMs in influencing teacher discipline within the specific context of Juja Subcounty, Kiambu County. Existing research, while informative, tends to focus either on broader leadership practices or on governance structures in different educational systems, often

overlooking the nuanced impact of BoM-specific practices in private schools. This study filled that gap by focusing explicitly on how BoM practices such as decision-making processes, transparency, accountability, and leadership involvement affect teacher discipline in the private junior schools of Juja Subcounty. Through a detailed exploration of BoM practices and their influence on teacher behavior, the study aims to provide actionable insights for improving teacher discipline, not only in Juja Subcounty but also in similar educational settings across Kenya.

RESEARCH METHODOLOGY

The study adopted a descriptive survey design within the quantitative research framework. The study was conducted in Juja Subcounty, which is located in Kiambu County, in the central region of Kenya. Juja lies approximately 33 kilometers northeast of Nairobi and is part of the Nairobi Metropolitan Area. The study targeted 127 registered private junior schools in Juja Subcounty, Kiambu County (TSC Subcounty Director, 2025). Each school has one headteacher, giving a total of 127 headteachers, 1,000 teachers and 381 Board of Management (BoM) members where in an average of three members per school.

The study employed a combination of purposive sampling and random sampling techniques to select respondents from different cadres to ensure representativeness and relevance. From each of the 38 selected schools, one principal was purposively sampled. Purposive sampling involves selecting participants who are specifically suited to the study based on their characteristics or roles, which in this case is appropriate because there is only one principal per school, and their participation is essential for insights related to school management and teacher discipline. Hence, the study included 228 respondents comprising 38 principals, 76 teachers, and 114 BoM members

Questionnaires were used to collect data. To ensure the validity of this study, the researcher sought expert feedback from research supervisors and academic peers to review the research instruments and methodology. All data in this study were quantitative, collected through structured questionnaires. The responses were coded and entered into SPSS software for organization and analysis. Frequency distributions, percentages, and averages were calculated to quantify the responses. Descriptive statistics were used to summarize the patterns in BoM practices and teacher discipline, while inferential statistics, such as linear and multiple regression analyses, were applied to examine relationships between variables.

RESULTS AND DISCUSSIONS

This section presents and discusses the findings on the key factors within Board of Management practices associated with teachers' discipline in private junior schools in Juja Subcounty. Descriptive statistics and simple linear regression were used to interpret the results in relation to the study objective and existing literature.

Descriptive Analysis of Key factors within Board of Management (BoM) practices that influence teachers' discipline

The study sought to examine the key factors within Board of Management (BoM) practices that influence teachers' discipline in private junior schools in Juja Subcounty. Respondents were asked to indicate their level of agreement with various statements related to specific BoM practices. The responses were then analyzed and summarized in Table 1 Table 1: Key factors within Board of Management (BoM) practices that influence teachers' discipline

Statement	SD	D	N	A	SA	N (Total)	Mean	Std. Deviation
The BoM establishes clear and comprehensive guidelines for teacher	5 (4.4%)	15 (13.2%)	20 (17.5%)	40 (35.1%)	34 (29.8%)	114	3.81	1.356

discipline								
Disciplinary actions taken by the BoM are applied fairly and consistently	8 (7.0%)	22 (19.3%)	25 (21.9%)	38 (33.3%)	21 (18.4%)	114	3.39	1.424
The BoM regularly reviews and updates the teacher disciplinary policies	6 (5.3%)	18 (15.8%)	22 (19.3%)	36 (31.6%)	32 (28.1%)	114	3.76	1.299
Disciplinary policies are effectively communicated to all school staff	7 (6.1%)	19 (16.7%)	23 (20.2%)	40 (35.1%)	25 (22.0%)	114	3.58	1.493
The BoM promptly addresses issues of teacher misconduct	6 (5.3%)	18 (15.8%)	20 (17.5%)	43 (37.7%)	27 (23.7%)	114	3.61	1.186
The BoM involves teachers and principals in the decision-making processes related to discipline	4 (3.5%)	13 (11.4%)	18 (15.8%)	48 (42.1%)	31 (27.2%)	114	3.88	1.409
The BoM provides support systems to help teachers adhere to disciplinary standards	6 (5.3%)	12 (10.5%)	20 (17.5%)	45 (39.5%)	31 (27.2%)	114	3.87	1.448
The BoM evaluates the effectiveness of disciplinary strategies regularly	5 (4.4%)	15 (13.2%)	21 (18.4%)	40 (35.1%)	33 (28.9%)	114	3.72	1.141

The study sought to find out whether the Board of Management establishes clear and comprehensive guidelines for teacher discipline. The analysis of the data revealed that 5 (4.4%) strongly disagreed, 15 (13.2%) disagreed, 20 (17.5%) were neutral, 40 (35.1%) agreed, and 34 (29.8%) strongly agreed. The mean score was 3.81 with a standard deviation of 1.356, as shown in Table 4.6. These findings suggest that most respondents perceived the Board of Management as providing clear and detailed guidance regarding teacher discipline.

The findings suggested that clear guidelines helped teachers understand expectations and responsibilities. Respondents who agreed or strongly agreed likely experienced structured rules that made compliance easier. Those who disagreed or were neutral may have had limited interaction with the guidelines or encountered inconsistencies in enforcement. The results indicated that guidelines served as a key reference for both teachers and administration in managing discipline. By providing comprehensive policies, the BoM reinforced professional standards and facilitated consistent disciplinary practices across schools.

The mean score of 3.81 indicated a moderately high level of agreement. In this study, a mean between 3.5 and 4 suggested that respondents generally perceived the BoM guidelines as clear and influential in shaping teacher behavior. The mean reflected that most respondents recognized the role of guidelines in guiding

disciplinary measures, although some variation existed. This highlighted that while the policies were generally understood, there was potential to increase awareness and application across all staff. The score emphasized that clear guidelines were critical in establishing a structured disciplinary environment.

The standard deviation of 1.356 indicated that responses were moderately dispersed around the mean. This suggested that while most respondents agreed on the clarity of BoM guidelines, there were differences in perception. Variations could be due to differences in school practices, prior experience, or the frequency of interaction with BoM policies. Understanding this variability was important for identifying areas where communication and training on the guidelines could be improved. The standard deviation highlighted that while consensus existed, further reinforcement could reduce inconsistencies in perception across schools.

These findings aligned with Cheng (2022), who noted that school-based management and clearly defined policies were essential for improving school effectiveness. Similarly, in this study, respondents indicated that clear and comprehensive BoM guidelines contributed positively to teacher discipline. The findings suggested that when policies were well-structured and accessible, teachers were more likely to adhere to disciplinary expectations. This emphasized the importance of formal guidance in shaping professional behavior and maintaining an orderly school environment. Clear policies provided a reference framework that enhanced accountability and compliance among staff.

The study sought to find out whether disciplinary actions taken by the Board of Management are applied fairly and consistently. The analysis of the data revealed that 8 (7.0%) strongly disagreed, 22 (19.3%) disagreed, 25 (21.9%) were neutral, 38 (33.3%) agreed, and 21 (18.4%) strongly agreed. The mean score was 3.39 with a standard deviation of 1.424.

The findings indicated that fair and consistent disciplinary actions were crucial for maintaining teacher discipline. Respondents who agreed or strongly agreed likely observed equitable treatment and transparent enforcement of policies. Those who disagreed or were neutral may have encountered perceived bias, favoritism, or inconsistent application of disciplinary measures. The results highlighted that inconsistent practices could undermine trust in the BoM and reduce overall compliance with rules. Ensuring fairness in the application of discipline contributed to a positive school climate and encouraged adherence to policies.

The mean score of 3.39 indicated a moderate level of agreement among respondents. In this study, a mean slightly above 3 suggested that respondents generally perceived disciplinary actions as somewhat fair and consistent, though there was room for improvement. The score reflected that while many teachers recognized efforts to apply rules evenly, inconsistencies still existed in some cases. This emphasized the need for standardization and clear guidelines to ensure that all disciplinary actions were applied equitably. The mean highlighted that fairness and consistency were recognized as important but not fully achieved in all schools.

The standard deviation of 1.424 indicated that responses were widely dispersed around the mean. This suggested that perceptions of fairness and consistency varied considerably among respondents. Variations could be attributed to differences in school leadership, prior experiences with BoM actions, or levels of awareness about disciplinary procedures. Understanding this variability was important for identifying schools where fairness could be reinforced. The relatively high standard deviation suggested that perceptions of consistency were uneven, highlighting a need for improved monitoring and support.

These findings aligned with Bilimoria & Fukami (2023), who noted that the application of rules and disciplinary measures in a fair and consistent manner influenced professional compliance and engagement in academic settings. Similarly, in this study, respondents indicated that consistent and equitable enforcement of BoM disciplinary actions positively influenced teacher adherence to rules. The findings emphasized that ensuring fairness and clarity in applying disciplinary measures strengthened accountability and supported a professional teaching environment. Implementing consistent practices was therefore crucial to maintaining teacher discipline and institutional credibility.

On finding out whether the Board of Management (BoM) regularly reviewed and updated the teacher disciplinary policies, 6 (5.3%) strongly disagreed, 18 (15.8%) disagreed, 22 (19.3%) were neutral, 36 (31.6%) agreed, and 32 (28.1%) strongly agreed. The mean score was 3.76 with a standard deviation of 1.299, as shown in Table 4.6.

The findings suggested that regular review of policies was critical for sustaining effective teacher discipline. Respondents who agreed or strongly agreed likely experienced updated policies that reflected current school needs and challenges. Those who disagreed or were neutral may have had limited awareness of the updates or experienced delays in implementation. The results highlighted that ongoing evaluation and revision of disciplinary policies helped address emerging issues and reinforced professional standards. Regular updates ensured that teachers were aware of changes and that disciplinary measures remained aligned with school goals.

The mean score of 3.76 indicated a moderately high level of agreement among respondents. In this study, a mean close to 4 suggested that most participants perceived the BoM's policy reviews as meaningful and influential in guiding teacher behavior. The score reflected that while the majority recognized the updates, there was still room to enhance communication and ensure all teachers were informed. This suggested that regular reviews contributed positively to maintaining compliance and adapting policies to evolving school contexts. The mean emphasized that proactive policy management was a key factor in promoting discipline.

The standard deviation of 1.299 indicated that responses were moderately dispersed around the mean. This suggested that while most respondents agreed on the regularity of policy reviews, perceptions varied across schools and staff. Differences could be due to the frequency of communication, school size, or individual exposure to updated policies. Understanding this variability was important for identifying areas where policy review processes could be improved or better communicated. The standard deviation highlighted that although consensus was generally high, some respondents experienced inconsistencies in updates.

These findings aligned with Hopkins (2023), who emphasized that regular review and updating of classroom and school policies was essential to maintain effective learning and management. Similarly, in this study, respondents indicated that the BoM's regular review of disciplinary policies ensured that rules were current and applicable to ongoing challenges. The findings suggested that proactive updating of policies helped maintain professional conduct among teachers. This emphasized that schools with regular policy review mechanisms were better equipped to manage teacher behavior and uphold standards consistently.

The study sought to find out whether the Board of Management effectively communicates disciplinary policies to all school staff. The analysis of the data revealed that 7 (6.1%) strongly disagreed, 19 (16.7%) disagreed, 23 (20.2%) were neutral, 40 (35.1%) agreed, and 25 (22.0%) strongly agreed. The mean score was 3.58 with a standard deviation of 1.493.

The findings suggested that clear and effective communication was crucial for ensuring teacher compliance with disciplinary policies. Respondents who agreed or strongly agreed likely experienced regular briefings, memos, or staff meetings where policies were explained. Those who disagreed or were neutral may have observed delays, unclear instructions, or limited access to policy information. The results highlighted that communication played a central role in helping staff understand expectations and adhere to professional standards. Effective communication also contributed to transparency, reducing confusion and promoting consistent enforcement of rules.

The mean score of 3.58 indicated a moderate level of agreement among respondents. In this study, a mean slightly above 3 suggested that most respondents recognized communication efforts as adequate but saw room for improvement. The score reflected that while policies were communicated, the clarity or frequency of communication may have varied across schools. This highlighted the importance of systematic and consistent communication strategies to ensure all staff were fully informed. A higher mean would indicate a stronger perception of communication effectiveness, reinforcing compliance and teacher accountability.

The standard deviation of 1.493 indicated that responses were fairly dispersed around the mean. This suggested that perceptions of policy communication varied considerably among respondents. Variability could be attributed to differences in school leadership, communication methods, or individual engagement with information. Understanding this dispersion was important for identifying schools where communication needed reinforcement. A moderate to high standard deviation suggested that while many staff perceived communication as effective, some experienced gaps or inconsistencies.

These findings aligned with Alvermann (2022), who emphasized that effective communication of policies was essential for ensuring consistency in teacher practices and maintaining a disciplined learning environment. Similarly, in this study, respondents indicated that clear communication of BoM disciplinary policies helped teachers understand expectations and apply rules consistently. The findings suggested that regular, transparent, and structured communication mechanisms contributed to professional compliance. This emphasized that schools with well-communicated policies were better positioned to maintain order and uphold disciplinary standards among staff.

The study sought to find out whether the Board of Management promptly addresses issues of teacher misconduct. The analysis of the data revealed that 6 (5.3%) strongly disagreed, 18 (15.8%) disagreed, 20 (17.5%) were neutral, 43 (37.7%) agreed, and 27 (23.7%) strongly agreed. The mean score was 3.61 with a standard deviation of 1.186.

The findings suggested that prompt action by the BoM was crucial for sustaining professional standards and accountability among teachers. Respondents who agreed or strongly agreed likely experienced timely interventions when misconduct occurred, reinforcing adherence to school rules. Those who disagreed or were neutral may have observed delays or unclear procedures, which could undermine confidence in the BoM. The results highlighted the importance of responsive governance in addressing violations and maintaining a disciplined learning environment. Effective handling of misconduct helped prevent escalation and promoted fairness in disciplinary processes.

The mean score of 3.61 indicated a moderately high level of agreement among respondents. In this study, a mean above 3 suggested that most participants perceived BoM actions as timely and effective, though some inconsistency existed. The mean reflected that prompt interventions were recognized as an important factor in maintaining discipline but needed to be consistently applied across schools. This indicated that the BoM's responsiveness positively influenced teacher behavior and the overall learning environment. The mean emphasized that prompt attention to misconduct was a key determinant of effective school governance.

The standard deviation of 1.186 suggested that responses were moderately clustered around the mean. This indicated that while most respondents agreed on the promptness of BoM interventions, there were some variations in perception. Differences could be attributed to variations in school culture, leadership practices, or the frequency of disciplinary issues encountered. The relatively moderate dispersion highlighted the need for standardized procedures to ensure all teachers experienced timely and consistent action. Understanding this variability was essential for improving responsiveness and reinforcing accountability.

These findings aligned with Steed, Shapland, & Leech (2022), who noted that timely intervention in addressing staff issues contributed to maintaining professional standards and promoting compliance in educational settings. Similarly, in this study, respondents indicated that the BoM's prompt handling of misconduct influenced teacher behavior and adherence to rules. The findings emphasized that responsive governance reinforced accountability and created a positive disciplinary environment. Schools where the BoM addressed misconduct efficiently were better able to maintain discipline and uphold professional norms.

The study sought to find out whether the Board of Management involves teachers and principals in the decision-making processes related to discipline. The analysis of the data revealed that 4 (3.5%) strongly disagreed, 13 (11.4%) disagreed, 18 (15.8%) were neutral, 48 (42.1%) agreed, and 31 (27.2%) strongly agreed. The mean score was 3.88 with a standard deviation of 1.409.

The findings indicated that participatory decision-making helped improve compliance and professional accountability. Respondents who agreed or strongly agreed likely experienced consultations, meetings, or forums where their input was considered in shaping disciplinary strategies. Those who disagreed or were neutral may have experienced top-down decisions without adequate consultation. The results highlighted that inclusion in decision-making fostered ownership of policies, promoted fairness, and enhanced teacher engagement in disciplinary matters. Participation helped reduce resistance and encouraged collaboration between management and teaching staff.

The mean score of 3.88 indicated a moderately high level of agreement among respondents. In this study, a mean close to 4 suggested that most participants perceived involvement in decision-making as meaningful and influential in guiding teacher behavior. The mean reflected that participatory practices were valued and contributed to a positive school climate. It also indicated that while inclusion was generally recognized, there was room to strengthen consistent participation across all schools. The mean emphasized that shared decision-making was an important factor in enhancing discipline outcomes.

The standard deviation of 1.409 suggested that responses were moderately dispersed around the mean. This indicated that while most respondents agreed on the involvement of teachers and principals, perceptions varied across schools and staff members. Differences could be due to leadership style, frequency of engagement, or the level of transparency in decision-making processes. Understanding this variation was essential for identifying schools where participation could be improved. The standard deviation highlighted the need to standardize consultative mechanisms to ensure equitable involvement of all staff.

These findings are aligned with Keshavarz, Mirmoghtadaie, & Nayyeri (2022), who noted that involving teachers in management decisions positively influenced adherence to policies and classroom management. Similarly, in this study, respondents indicated that participation in disciplinary decision-making by the BoM promoted teacher compliance and engagement. The findings emphasized that collaborative governance enhanced accountability and professional responsibility. Schools that included teachers and principals in shaping disciplinary policies were better positioned to achieve consistent discipline outcomes.

On finding out whether the Board of Management (BoM) provided support systems to help teachers adhere to disciplinary standards, 6 (5.3%) strongly disagreed, 12 (10.5%) disagreed, 20 (17.5%) were neutral, 45 (39.5%) agreed, and 31 (27.2%) strongly agreed. The mean score was 3.87 with a standard deviation of 1.448.

The findings indicated that the presence of support systems played a critical role in ensuring consistent application of disciplinary standards. Respondents who agreed or strongly agreed likely benefited from coaching, structured feedback, and resource provision that helped them manage classroom discipline effectively. Those who disagreed or were neutral may have lacked access to support or observed gaps in implementation. The results highlighted that support mechanisms reduced the burden on teachers and reinforced the BoM's role in facilitating professional conduct. Proper support enabled teachers to feel confident in applying disciplinary measures, promoting overall school order.

The mean score of 3.87 indicated a moderately high level of agreement among respondents. In this study, a mean near 4 suggested that respondents generally valued the support provided by the BoM and considered it effective in promoting adherence to policies. The mean reflected that most teachers acknowledged the positive influence of guidance and resources in maintaining discipline. This score also suggested that while support systems were recognized, there was room for expansion or improvement to ensure all teachers benefited equally. The mean emphasized that structured support was a key determinant of effective policy compliance.

The standard deviation of 1.448 indicated that responses were moderately dispersed around the mean. This suggested that perceptions of BoM support systems varied across schools and staff members. Differences could be due to variation in the accessibility of support, leadership engagement, or the frequency of follow-up by the BoM. Understanding this variability was important for identifying gaps where additional training,

mentoring, or resources were needed. The standard deviation highlighted that while most respondents perceived support as adequate, consistent application across all schools remained a challenge.

These findings aligned with Bellibaş, Polatcan, & Kılınç (2022), who noted that support systems and shared practices between leadership and teachers significantly influenced adherence to school policies and professional conduct. Similarly, in this study, respondents indicated that the BoM's support mechanisms contributed to teacher compliance with disciplinary standards. The findings emphasized that structured guidance, mentorship, and resource provision enhanced teacher confidence and effectiveness. Schools that provided clear support systems were better able to maintain discipline and foster a professional teaching environment.

The study sought to find out whether the Board of Management regularly evaluates the effectiveness of disciplinary strategies. The analysis of the data revealed that 5 (4.4%) strongly disagreed, 15 (13.2%) disagreed, 21 (18.4%) were neutral, 40 (35.1%) agreed, and 33 (28.9%) strongly agreed. The mean score was 3.72 with a standard deviation of 1.141. These findings suggest that most respondents perceived that the Board of Management conducts regular evaluations of disciplinary strategies.

The findings indicated that evaluating disciplinary strategies helped ensure that policies remained relevant and responsive to school needs. Respondents who agreed or strongly agreed likely observed systematic reviews of disciplinary actions and adjustments based on outcomes. Those who disagreed or were neutral may have experienced limited visibility of evaluation processes or inconsistent follow-up. The results highlighted that ongoing assessment of disciplinary measures was important for improving compliance and reinforcing professional behavior. Regular evaluation allowed the BoM to identify gaps, address challenges, and enhance the overall effectiveness of disciplinary strategies.

The mean score of 3.72 indicated a moderately high level of agreement among respondents. In this study, a mean close to 4 suggested that respondents generally acknowledged the BoM's efforts in assessing and refining disciplinary strategies. The mean reflected that most teachers and principals valued periodic evaluations as a way to strengthen compliance and ensure fairness. It also indicated that while evaluation practices were recognized, there was potential to improve communication about these processes to all staff. The mean emphasized that regular evaluation contributed positively to sustaining discipline within the schools.

The standard deviation of 1.141 indicated that responses were moderately clustered around the mean. This suggested that most respondents agreed on the regularity and usefulness of evaluation practices, though some variability existed. Differences could be due to the frequency of evaluations, school size, or staff involvement in feedback processes. Understanding this variability was important for identifying schools where evaluation practices could be enhanced or better communicated. The relatively low to moderate standard deviation suggested that consensus existed, indicating general agreement on the BoM's evaluation efforts.

These findings aligned with Karacabey, Bellibaş, & Adams (2022), who noted that leadership evaluation and monitoring of policies positively influenced teacher practices and collective efficacy in schools. Similarly, in this study, respondents indicated that regular evaluation of disciplinary strategies by the BoM enhanced compliance and professional behavior. The findings emphasized that assessment of disciplinary policies was essential for maintaining order and accountability. Schools that consistently evaluated their strategies were better positioned to implement improvements and sustain effective teacher discipline. This highlighted that systematic review mechanisms were a critical component of governance in private junior schools.

Simple Linear Regression Analysis of Key factors within Board of Management (BoM) practices that influence teachers' discipline

Simple linear regression analysis was conducted in order to examine the effect of key factors within the

Board of Management (BoM) practices on teacher discipline. These key factors included policy clarity, fairness, support, communication, and review practices. The analysis aimed to determine whether changes in these factors predicted variations in teacher compliance with disciplinary standards.

The regression meant to test this hypothesis the null hypothesis which stated that there is no statistically significant influence of key factors within Board of Management (BoM) practices on teachers' discipline.

H₀₂: There is no statistically significant influence of key factors within Board of Management (BoM) practices on teachers' discipline in private junior schools in Juja Subcounty.

The findings are summarized as below

Model Summary ^b									
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.992 ^a	.984	.984	1.16612	.984	13427.067	1	222	.000
a. Predictors: (Constant), Key BOM Factors									
b. Dependent Variable: Teachers Discipline									

The Model Summary table showed a correlation coefficient (R) of 0.992, indicating a very strong positive relationship between key BoM factors and teacher discipline. The R² value of 0.984 indicated that 98.4% of the variation in teacher discipline could be explained by the key BoM factors. The adjusted R² of 0.984 confirmed the model's high explanatory power, accounting for the sample size. The standard error of estimate was 1.166, showing that predicted teacher discipline scores closely matched the observed scores. These results suggested that key BoM factors were highly predictive of teacher discipline outcomes.

ANOVA ^a						
Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	18258.669	1	18258.669	13427.067	.000 ^b
	Residual	301.885	222	1.360		
	Total	18560.554	223			

a. Dependent Variable: Teachers Discipline

b. Predictors: (Constant), Key BOM Factors

The ANOVA table showed a regression sum of squares of 18,258.669 with 1 degree of freedom, and a residual sum of squares of 301.885 with 222 degrees of freedom. The F-value was 13,427.067 with a significance level of 0.000, indicating that the regression model was statistically significant at the 0.05 level. This demonstrated that the key BoM factors collectively had a meaningful effect on teacher discipline and that this effect was unlikely to be due to chance.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.490	.288		-1.703	.090
	Key BOM Factors	1.014	.009	.992	115.875	.000

a. Dependent Variable: Teachers Discipline

The Coefficients table showed that the regression coefficient (B) for the key BoM factors was 1.014, with a standard error of 0.009, while the constant term (intercept) was -0.490, with a standard error of 0.288. The t-value for the key BoM factors was 115.875 ($p = 0.000$), confirming a highly significant positive effect on teacher discipline. The standardized coefficient (Beta) of 0.992 further confirmed the very strong positive relationship. The negative intercept indicated that, theoretically, in the absence of these key factors, predicted teacher discipline could start slightly below zero.

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	7.6183	40.0503	31.5804	9.04862	224
Residual	-5.90182	4.27371	.00000	1.16350	224
Std. Predicted Value	-2.648	.936	.000	1.000	224
Std. Residual	-5.061	3.665	.000	.998	224

a. Dependent Variable: Teachers Discipline

Residual analysis indicated that predicted values ranged from 7.6183 to 40.0503, with a mean of 31.5804 and a standard deviation of 9.04862. Residuals ranged from -5.90182 to 4.27371, with a mean of 0.000 and a standard deviation of 1.16350. Standardized residuals fell mostly within ± 3 , indicating no major violations of linear regression assumptions. The small spread of residuals confirmed that the model predictions closely matched the observed teacher discipline scores, supporting reliability.

Based on the coefficients, the regression equation was:

$$Y = -0.490 + 1.014X$$

Where:

- Y= Teacher discipline score
- X= Key BoM factors

This indicated that for every one-unit increase in key BoM factors, teacher discipline increased by 1.014 units.

The study tested the hypothesis:

- **H₀**: Key BoM factors have no significant effect on teacher discipline.
- **H₁**: Key BoM factors have a significant effect on teacher discipline.

Given the t-value of 115.875 and $p = 0.000$, **H₀ was rejected**, indicating that the key BoM factors significantly predicted teacher discipline.

This was because the F-test and t-test were highly significant. The very high R^2 and Beta values confirmed that key BoM factors were strong predictors of teacher discipline. Residuals analysis showed minimal deviation between predicted and observed values, confirming reliability. These results suggested that improvements in policy clarity, support, communication, fairness, and review practices would lead to measurable improvements in teacher compliance and professional behavior.

CONCLUSION

From the second objective, the study concludes that key factors within BoM practices, including clarity of policies, fairness in enforcement, effective communication, and regular policy review, play a critical role in shaping teacher discipline. These factors were found to create a structured and transparent disciplinary framework that promotes accountability and professionalism among teachers. However, the study also identifies areas where these factors could be further strengthened. In particular, variations in the perceived fairness of policy enforcement and the effectiveness of communication suggest the need for more consistent application across schools. While most respondents agreed on the importance of these factors, the study highlights the necessity for BoMs to prioritize the uniform implementation of clear policies and to ensure that communication regarding disciplinary measures is transparent and effective. By strengthening these factors, the BoM can further enhance its role in maintaining a disciplined school environment and promoting teacher professionalism.

RECOMMENDATIONS

Based on these findings, the study recommends that the BoM should prioritize the clear communication and consistent enforcement of disciplinary policies, ensuring fairness in their application. Regular reviews of policies should be conducted to keep them relevant and effective, addressing any emerging challenges in teacher discipline.

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