



East African Journal of Arts and Social Sciences

eajass.eanso.org

Volume 8, Issue 1, 2025

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>

ENSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University

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Article DOI: <https://doi.org/10.37284/eajass.8.1.2660>

Date Published: ABSTRACT

31 January 2025

Keywords:

*Institutional Management
Practices,
Student Discipline,
Higher Education
Governance,
Administrative
Transparency.*

This study explores the influence of institutional management practices on student discipline in Ugandan universities, focusing on Makerere University and Kampala International University. A qualitative approach, guided by interpretivism, pragmatism, and constructivism, was employed to understand how management practices shape student behaviour. Using a descriptive case study design, data were collected through focus groups, interviews, document reviews, and observations from a diverse group of 40 participants, including students, lecturers, administrators, and police officers. Thematic analysis revealed that factors such as administrative transparency, accessible services, orientation programs, and consistent timetabling highly influenced student responsibility, compliance, and honesty. The study highlights the importance of student-centric management practices in fostering a disciplined academic environment. Despite limitations in scope, the study provides valuable insights into the role of institutional management in enhancing student discipline and contributes to ongoing discourses in higher education governance.

APA CITATION

Luttamaguzi, J. B., Muwagga, M. A. & Genza, G. M. (2025). Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University. *East African Journal of Arts and Social Sciences*, 8(1), 160-182. <https://doi.org/10.37284/eajass.8.1.2660>

CHICAGO CITATION

Luttamaguzi, John Bosco, Mugagga Anthony Muwagga and Gyaviira Musoke Genza. 2025. "Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University". *East African Journal of Arts and Social Sciences* 8 (1), 160-182. <https://doi.org/10.37284/eajass.8.1.2660>.

HARVARD CITATION

Luttamaguzi, J. B., Muwagga, M. A. & Genza, G. M. (2025) "Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University". *East African Journal of Arts and Social Sciences*, 8(1), pp. 160-182. doi: 10.37284/eajass.8.1.2660.

IEEE CITATION

J. B., Luttamaguzi, M. A., Muwagga & G. M., Genza “Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University”. *EAJASS*, vol. 8, no. 1, pp. 160-182, Jan. 2025.

MLA CITATION

Luttamaguzi, John Bosco, Mugagga Anthony Muwagga & Gyaviira Musoke Genza “Exploring the Influence of Institutional Management Practices on Student Discipline: A Case Study of Makerere University and Kampala International University”. *East African Journal of Arts and Social Sciences*, Vol. 8, no. 1, Jan. 2025, pp. 160-182, doi:10.37284/eajass.8.1.2660.

INTRODUCTION

The landscape of higher education has been undergoing profound changes, transitioning from a primarily teaching-focused model to one emphasizing research and knowledge creation. This evolution, rooted in the 19th-century Humboldtian model, has redefined universities as hubs of intellectual advancement and inquiry (Altbach, 2011). Institutional management practices are crucial in shaping student behaviour and discipline in this context. Historically, the management of student discipline has been central to educational institutions' functioning. In ancient Greece and Rome, institutions like Aristotle's Lyceum and the Platonic Academy emphasized cultivating virtue through rigorous discipline (Bloom, 1987; Smith, 2008). During the medieval period, universities such as Oxford and Bologna imposed strict conduct codes to maintain order and uphold academic standards (Rousel, 2010). This tradition continued into the industrial era, where scholars like Emile Durkheim highlighted the role of educational institutions in enforcing social control (Durkheim, 1893; Illich, 1971).

In the contemporary African context, including Uganda, the challenge of student discipline has been shaped by a complex interplay of colonial legacies, cultural traditions, and evolving educational policies (Harari, n.d; Clive, 2005). Institutions such as Makerere University (Mak) and Kampala International University (KIU) reflect this dynamic, with their own sets of rules and regulations designed to address issues ranging from academic misconduct to social behaviour (Huguley, 2020; Ssenyonjo, 2019). Despite these efforts, problems such as sexual harassment, substance abuse, and

protests persist, indicating that the effectiveness of institutional management practices remains a critical area of inquiry (Anyango, 2022). This study aims to explore how institutional management practices impact student discipline at Makerere University and KIU. By focusing on these two institutions, the research seeks to understand the effectiveness of various management strategies in promoting disciplined behaviour among students. The study examines the role of rule enforcement, administrative practices, and stakeholder involvement in shaping student conduct. Through this exploration, the research contributes to a deeper understanding of how management practices can enhance or hinder student discipline in contemporary higher education settings.

Conceptually, institutional management practices are defined as the policies, strategies, and operational frameworks employed by educational or organizational institutions to achieve their objectives effectively and efficiently Rowley, J. (1997). Santos et al. (2024) define institutional management practices as innovation in processes and adherence to quality assurance mechanisms to meet changing societal and market demands (Santos et al., 2024). Student Discipline on the other hand is defined by Bear, G. G. (2010) as a process of implementation of a structured set of rules, regulations, and behavioral expectations designed to create a conducive learning environment. Meanwhile, Boer, H., Enders, J., & Schimank, U. (2007) define higher education governance as structures, policies, and processes through which higher education institutions are managed and controlled. It involves the roles of governing bodies, such as boards, councils, and administrators, in setting strategic directions, overseeing operations,

ensuring academic standards, and maintaining institutional autonomy while being accountable to stakeholders. Lastly, administrative transparency refers to the openness and clarity with which institutional processes, decisions, and operations are conducted and communicated (Grimmelikhuijsen, S. G. 2012). It involves providing stakeholders with access to relevant information, fostering trust, ensuring accountability, and promoting participatory decision-making to enhance institutional integrity and public confidence. The current study defines students' discipline as appropriate self-conduct as required by the university factors, rules, and regulations guiding the behaviour of students.

LITERATURE REVIEW

In an engagement on literature review concerning managerial practices and their influence on students' discipline, an issue was raised that indiscipline in universities is not only influenced by students but by managerial practices as well (Mwenda, 2012; Kiprob, 2015). In his findings using a descriptive survey in Nairobi, Mwenda reveals that student's discipline in institutions of higher learning has a bearing on management practices. Similarly, Kiprob his study contextualized at Kericho in Kenya, guided by the leadership theory equally underscored the influence of management practices on students' discipline in higher institutions of learning. From the study by Krskova et al. (2020) guided by a qualitative exploratory approach, students are viewed perceiving discipline as internally driven as opposed to being enforced externally, which is often the case in higher institutions of learning.

Besides Sarfo et al. (2006) indicate how leadership styles in institutions of higher learning affect the performance of students in the Kwambre district in Ghana. He made his findings using a mixed approach and correlational survey design. Though Sarfo used the mixed approach. Meanwhile, Owuor et al. (2022) contend that in institutions of higher learning, students' discipline is connected to the

lack of inclusivity in decision-making. The 20th-century experience indicates the power embedded in decisions toward empowering students at higher institutions of learning. The study findings reveal the importance of involving students in decision-making if they are to maintain discipline in institutions of higher learning. This is in line with what the current study is investigating. That is to say, how management practices influence students' discipline. Thus, in their recommendation, it is key for management to make democratic decisions if they are to impact students' conduct in institutions of higher learning. Lumunija, & Mkulu (2020); and Mbuyoga (2018) contend that making decisions within the management structures of an institution of higher learning plays a pivotal role in shaping students' conduct.

Theoretical Review

Theoretically, the study was informed by Meyer and Rowan's institutional theory (1977). The institutional theory states that the institutions' rules and regulations, management, and service provision shape the behaviours of organizational members for harmony and orderliness in an organization. Thus, the main principles or constructs of the theory include; rules and regulations, management practices, and social services to the satisfaction of organization members. Concerning the current study, the university's harmony and orderliness, both in public and private, will be determined by its rules and regulations, management practices and social services.

METHODOLOGY

The study adopted a qualitative approach, guided by the interpretivism paradigm underpinned by both pragmatism and constructivism. This approach provided a comprehensive, empirical understanding of how management practices influence students' discipline in Ugandan universities. The research design was a descriptive duo case study, exploring two universities namely; Makerere University and Kampala International University. The study

targeted various participants, including students, lecturers, administrators, and police officers, allowing for a holistic investigation. Purposive and convenience sampling were used to select 40 participants, ensuring a diverse range of perspectives. Data collection was achieved through focus group discussions, interviews, document reviews, and observation, with tools such as interview guides, focus group guides, document review checklists, and observation checklists employed to gather data. A thematic analysis technique was utilized, involving transcribing, coding, and categorizing data to identify significant themes related to institutional factors and student discipline. Ethical considerations, including informed consent, confidentiality, and adherence to COVID-19 protocols, were strictly followed throughout the study.

RESULTS

To investigate how institutional management practices influence students' discipline at Makerere University and Kampala International University, the study examined data collected from 40 participants, including students, lecturers, administrators, and police officers. The research focused on identifying specific management practices that shaped student behaviour and discipline. In terms of participant distribution, the 40 individuals were strategically selected using purposive and convenience sampling. Among these participants, 20 were students, 10 were lecturers, 5 were administrators, and 5 were police officers. The diversity in participants ensured that a range of perspectives was captured regarding how institutional management practices impacted student discipline at both universities.

Data collection was achieved through various methods, including focus group discussions, interviews, document reviews, and observations. Specifically, focus group discussions involved students and lecturers, while interviews were conducted with administrators and police officers. Document reviews focused on institutional policies, disciplinary procedures, and administrative reports, while observations were used to assess how institutional rules and discipline practices were applied in real-time. Through thematic analysis, the study identified several recurring themes that demonstrated how institutional management practices influenced students' discipline. For example, it was found that administrative transparency and accessibility played a significant role in fostering a sense of responsibility among students. Furthermore, timetabling practices that conflicted with student religious obligations negatively impacted compliance with institutional regulations.

How Institutional Management Practices Influence Students' Discipline at Makerere University (Mak) and Kampala International University (KIU)

This section focuses on how institutional management practices at (Mak and KIU influence student discipline. It highlights the impact of managerial actions and policies on student behaviour and compliance with university regulations. The presentation of study findings was in a case-by-case format following the created sub-themes. This enabled my study to get an in-depth understanding of my topic for study transferability and credibility.

Table 1: How Institutional Management Practices Influence Students' Discipline at Makerere University

Aspects of students' discipline	Ways in which institutional management practices influence students' discipline
Responsibility	Timely orientation about the set rules Inconsiderate institutional timetabling Embracing subordinate leadership Distant student–Administration relationship Induced adherence Lucrative academic adherence Momentous–aided response
Determination	Complicating access to critical services Exemplary disciplinary hearings for victims Creation of a compliance-prone environment Usage of management structures
Compliance with regulations	Surveilled University premises Publication of law- breakers' verdicts Commitment to the protection of the University's image Fear of trials against misbehaviour Out of box operational system
Honesty	Proactive administrative reactions Untimely response to students' claims Exemplary related compliance The feeling of policy ownership Tight examination security

Table 1 reveals that timely orientation about set rules, inconsiderate institutional timetabling, embracing subordinate leadership, distant student-administration relationships, induced adherence, lucrative academic adherence, and momentous aided responses are key ways in which institutional management practices influence students' responsibility.

Timely Orientation about Set Rules

This sub-theme refers to the practice of informing students about existing rules and regulations upon joining the institution. Interviews with administrators at Mak indicated that management establishes guidelines, such as time frames for coursework. One dean stated:

"At Mak, management is guided by policies. Students are oriented towards these policies as soon as they enter the university. Managers

must ensure that students are sensitized to avoid unwanted outcomes."

The dean's insights underline the importance of well-communicated policies in promoting student discipline. However, during focus group discussions, students expressed that while orientation is essential, personal initiative plays a significant role in maintaining responsibility.

Inconsiderate Institutional Timetabling

This sub-theme addresses the impact of scheduling lectures that conflict with students' social and religious obligations. One student highlighted:

"Some lectures are scheduled on holy days, forcing students to miss classes to attend prayers, which affects their ability to keep up with assignments."

This statement reflects a significant challenge in balancing academic responsibilities with students'

commitments. The issue of scheduling lectures on holy days not only disrupts students' ability to attend classes but also impacts their overall academic performance, as missing important sessions makes it difficult to stay on top of coursework and assignments.

Embracing Subordinate Leadership

This theme emphasizes the role of student leadership bodies in facilitating communication between students and the administration. A dean mentioned:

"Student organizations can serve as advocates for responsible behaviour and play a role in shaping a positive culture within the university community."

The statement highlights the importance of student leadership as an intermediary, fostering open dialogue and collaboration between the administration and the student body. Student leadership organizations act as a bridge, ensuring that students' concerns, needs, and ideas are conveyed to university management while simultaneously promoting responsible behaviour among the student population.

Distant Student-administration Relationships

This sub-theme highlights the disconnect between students and management, making it difficult for students to voice concerns. One lecturer noted:

"Administrators are scarce and barely known by us students, which fails to foster a culture of responsibility. When we don't have direct interactions with them, it becomes challenging for us to feel accountable and engaged in our educational environment."

This statement suggests that the lack of visibility and interaction with administrators leaves students feeling disconnected, which undermines their sense of responsibility. Without meaningful engagement with those in authority, students may struggle to feel accountable and invested in their educational

environment, highlighting the need for stronger relationships between students and administration.

Induced Adherence

This sub-theme focuses on how support from institutional leaders fosters student responsibility. A lecturer shared:

"Improved understanding through academic support encourages my students' punctuality and attendance, as they recognize the value of classroom learning. When they receive the help they need, it motivates them to arrive on time and actively engage in their education, reinforcing their commitment to their studies."

This statement highlights the positive impact of academic support on student behaviour and engagement. It suggests that when students receive effective assistance, they develop a greater appreciation for the learning process, leading to increased punctuality and attendance. By recognizing the value of classroom learning, students are motivated to participate more actively in their education, which in turn reinforces their commitment to their academic success.

Table 1 further highlighted several key themes that reflect how institutional management practices influence student compliance with regulations. The following sub-themes—complicating access to critical services, exemplary disciplinary hearings for victims, creating a compliance-prone environment, and using management structures—demonstrate the dynamic relationship between institutional practices and student behaviour.

Complicating Access to Critical Services

This sub-theme addresses barriers that students face when trying to access essential services, impacting their overall academic experience.

"Getting help with academic counselling or mental health services often feels like a hurdle race. If I encounter a complicated system, it demotivates me and makes it harder to seek the

support I need, ultimately affecting my overall well-being and academic performance.”

The student’s statement highlights the challenges of accessing academic counselling and mental health services, comparing the process to a hurdle race. This suggests that a complicated system can deter students from seeking the support they need, negatively impacting their motivation and overall well-being.

Exemplary Disciplinary Hearings for Victims

The handling of disciplinary cases significantly affects student perceptions of fairness and safety within the institution. A university administrator noted:

“A university administrator noted, “We strive for transparency and fairness in our disciplinary processes. I believe it’s essential for victims to feel supported and heard, as this not only fosters trust in the system but also encourages a safer and more respectful campus environment.”

This commitment to exemplary hearings can empower students to report misconduct without fear, fostering a culture of responsibility. Students echoed this sentiment:

“When we see fair hearings, it encourages us to report issues. I need to know that my concerns are taken seriously, as this reassurance helps create a safer environment where we feel empowered to speak up.”

These statements emphasize the importance of fairness and transparency in the disciplinary processes within the university. When students observe that hearings are conducted fairly, it encourages them to report issues they encounter, fostering a sense of trust in the system. This suggests that feeling supported and knowing that their concerns will be taken seriously is crucial for students, as it empowers them to speak up and contributes to a safer and more respectful campus

environment. Ultimately, these sentiments highlight the need for effective communication and accountability in addressing student concerns.

Creation of a Compliance-prone Environment

Creating a culture of compliance involves establishing norms that encourage adherence to regulations. A faculty member stated:

“The university’s culture should inherently promote compliance. I believe that when I observe my peers following the rules, it motivates me to do the same. This sense of shared responsibility creates an environment where adherence to guidelines becomes a collective expectation, making it easier for all of us to engage positively in our academic community.”

When the administration models compliance through its practices, it encourages students to align their behaviour accordingly. Students commented:

“When we see our teachers following the rules, it sets a standard for us to emulate. I believe that their adherence to guidelines not only reinforces our sense of accountability but also inspires us to strive for the same level of commitment in our own behaviour and academic pursuits.”

These statements underscore the importance of fostering a culture of compliance within the university by establishing norms that promote adherence to regulations. The faculty member emphasizes that when peers follow the rules, it inspires collective responsibility, creating an environment where compliance becomes the norm. Similarly, the students recognize that when teachers model adherence to guidelines, it sets a standard for them to emulate, reinforcing their sense of accountability. Together, these insights highlight how both faculty and administration play crucial roles in shaping behaviours and expectations, ultimately contributing to a positive academic

community where compliance is valued and encouraged.

Usage of Management Structures

Effective management structures can facilitate communication and streamline processes. An administrator mentioned

“Utilizing existing management structures to connect with students is crucial. I believe that by being accessible and responsive, we can foster stronger relationships and better understand their needs, ultimately creating a more supportive and engaging academic environment.”

Students highlighted the need for better engagement:

“Sometimes it’s unclear who to approach for help. I believe that clear communication about management structures would make a big difference, guiding us to the right resources and support when we need it most.”

These statements emphasize the significance of effective management structures in enhancing communication and streamlining processes within the university. The dean underscores the importance of utilizing these structures to connect with students, suggesting that accessibility and responsiveness are vital for building strong relationships and understanding student needs. Meanwhile, students express the need for clearer engagement, highlighting that uncertainty about whom to approach for help can hinder their ability to seek support. Together, these insights illustrate that improved communication about management structures can facilitate better interactions and ensure that students receive the resources they need, ultimately contributing to a more supportive academic environment.

Surveilled University Premises

The presence of surveillance on campus plays a role in promoting discipline among students. One student shared:

“Knowing that there are cameras around keeps us mindful of our behaviour. I feel like it acts as a safety net, as the presence of surveillance not only promotes accountability but also enhances our sense of security, allowing us to focus more on our studies and less on potential disruptions.”

Surveillance acts as a deterrent to misconduct, reinforcing a sense of accountability. Administrators echoed this:

“Surveillance is not just about monitoring; it’s about creating a secure environment where students can thrive. I believe that when we feel safe and supported, we are more likely to engage fully in our academic pursuits and contribute positively to the campus community.”

These statements highlight the dual role of surveillance in promoting accountability and enhancing security within the academic environment. The student expresses that the presence of cameras serves as a reminder to behave responsibly, acting as a safety net that allows them to concentrate on their studies without fear of disruptions. Similarly, the administrators emphasize that surveillance goes beyond mere monitoring; it is crucial for creating a safe and supportive environment. When students feel secure, they are more likely to engage actively in their academic pursuits and contribute positively to the campus community. Together, these insights underscore how effective surveillance can foster a culture of responsibility and enhance the overall educational experience.

Publication of Law-breakers' Verdicts

Transparency in disciplinary actions serves as a warning to students about the consequences of their actions. A lecturer observed:

"When verdicts are published, it sends a clear message that misconduct has repercussions. I believe that this transparency not only holds individuals accountable but also reinforces a culture of integrity, reminding everyone that their actions have consequences within the academic community."

Students noted:

"Seeing others face consequences makes us think twice about our choices. I believe this awareness helps keep us in check, encouraging us to reflect on our actions and make better decisions that align with the values of our academic community."

These statements emphasize the role of transparency and accountability in fostering integrity within the academic community. The lecturer notes that publishing verdicts deter misconduct by making consequences clear, while students acknowledge that seeing others face repercussions encourages them to reflect on their choices. Together, these insights highlight how awareness of consequences promotes responsible behaviour and aligns actions with the community's values.

Commitment to the Protection of University Image

The shared goal of maintaining the university's reputation can motivate students to comply with regulations. One administrator explained

"We all have a stake in the university's image. I believe that when students understand that their actions reflect on the institution, they become more likely to act responsibly, recognizing that their behaviour contributes to

the overall reputation and integrity of our community."

Students affirmed this connection:

"Students affirmed this connection, stating, 'We want our university to be respected, and that motivates us to follow the rules. I believe that our commitment to upholding the institution's reputation drives us to behave responsibly and contribute positively to the campus environment.'"

These statements collectively highlight the interconnectedness between individual behaviour and the university's reputation. The administrator emphasizes that all members of the university community have a vested interest in maintaining a positive image, suggesting that when students recognize the impact of their actions on the institution, they are more likely to act responsibly. Students echo this sentiment by expressing their desire for the university to be respected, which motivates them to adhere to rules and regulations. This mutual understanding fosters a culture of accountability and responsibility, reinforcing the idea that maintaining the institution's integrity is a shared responsibility that enhances the overall campus environment.

Fear of Trials against Misbehavior

Fear of disciplinary trials can act as a deterrent to misconduct. One student remarked:

"Knowing that there are consequences for misbehaviour makes us more cautious. I personally don't want to face a trial, as the thought of being held accountable for my actions reinforces my commitment to making better choices and adhering to the rules."

This statement emphasizes the deterrent effect of consequences on student behaviour. The student recognizes that the possibility of facing repercussions for misbehaviour encourages a more cautious approach to their actions. The fear of

accountability serves as a motivating factor, reinforcing their commitment to making better choices and following the rules. This underscores the importance of clear disciplinary measures in fostering a responsible and ethical environment within the academic community.

Proactive Administrative Reactions

Timely responses to student concerns are vital for fostering a sense of responsibility. One student said:

“When the administration addresses our issues promptly, it shows they value our input and encourages us to be responsible. This responsiveness makes me feel heard and respected, motivating me to contribute positively and engage more fully in our university community.”

This statement highlights the critical role of timely administrative responses in fostering a sense of value and respect among students. When the administration promptly addresses issues, it signals to students that their concerns are important, which in turn encourages them to take responsibility for their actions. The student expresses that this responsiveness not only makes them feel heard but also motivates them to engage more actively in the university community, suggesting that a supportive environment can enhance student participation and commitment.

Untimely Response to Students' Claims

Delays in addressing student concerns can lead to frustration and disengagement. A student expressed:

“When my claims go unanswered for too long, I feel a deep sense of frustration and alienation, as if my voice is disregarded. This neglect leads me to disengage from my responsibilities within the community. Ultimately, this disconnection erodes my trust in the administration and undermines the collaborative spirit essential for a thriving educational environment.”

The statement conveys a sense of frustration and alienation from feeling overlooked in an educational setting. When claims go unanswered, it diminishes the speaker's investment in their education and responsibilities, fostering disengagement. This neglect undermines trust in the administration, highlighting the need for effective communication and responsiveness to create an environment where students feel valued and motivated to contribute.

Exemplary Related Compliance

The administration's adherence to its own rules sets a standard for students. A dean emphasized:

“If we want students to comply, we must model that behaviour ourselves.” I firmly believe that as educators, our actions set the standard for students; when we demonstrate responsibility and accountability, it encourages them to follow suit. Students echoed this belief, emphasizing that they are more likely to engage and comply when they see us actively embodying the values we teach.”

The statement emphasizes that educators must embody the behaviours they wish to see in their students, as modelling responsibility and accountability fosters compliance. This sentiment is echoed by students, who recognize that when educators demonstrate these values, it encourages them to engage more actively in their responsibilities. Ultimately, the relationship between educators' actions and students' responses underscores the importance of leading by example in creating a positive educational environment.

Tight Examination Security

Strict security measures during examinations underscore the importance of academic integrity. A faculty member stated:

“Tight examination security helps ensure that everyone plays by the rules. I believe it's essential for maintaining standards because it not only fosters a level playing field for all

students but also upholds the integrity of the educational institution. When students know that there are strict measures in place, they are more likely to take the examination process seriously and value their academic achievements."

Students recognized the value of such measures:

"Knowing that exams are closely monitored encourages us to study honestly and take our academic responsibilities seriously. This sense of accountability fosters a culture of integrity, motivating us to put in genuine effort and view our academic achievements as meaningful and

earned, rather than relying on shortcuts or dishonest practices."

These statements emphasize the critical role of tight examination security in promoting fairness and maintaining academic standards. By ensuring that all students adhere to the rules, such measures foster a culture of integrity, motivating students to study honestly and take their responsibilities seriously. The awareness of strict monitoring encourages genuine effort and meaningful academic achievements, illustrating how institutional management practices effectively shape student compliance with regulations at Mak and KIU.

Table 2: How Institutional Management Practices Influence Students' Discipline at KIU

Aspects of students' discipline	Ways in which institutional management practices influence students' Discipline
Responsibility	Timely orientation about the set rules and prevalence of academic corruption Distant student–Administration relationship Lucrative academic adherence
Determination	Animated stimulus to compliance Creation of a compliance-prone environment The opportunity cost of education
Compliance with regulations	Publication of law-breakers' Mental tech-discipline from high schools
Honesty	Untimely response to students' claims The feeling of policy ownership The power of peer accountability

Table 2 reveals that timely orientation about the set rules, embracing subordinate leadership, distant students-administration relationship, and lucrative academic adherence are how institutional management practices influence students' responsibility.

Timely Orientation about the Set Rules

In this study, this sub-theme is used in the practice of informing students as soon as they join the institution about the existing rules and regulations and the likely consequences of violation. During my interviews, reviews, FGDs, and observations, participants revealed many insights about management practices and students' discipline. In

my interview with one of the deans at KIU; the dean narrated to me that:

"At KIU, Management like ours at the school of Education, orients us about any new set of rules put up. This helps many of our students to be honest to any rule. One is aware of what he or she is supposed to do and when they are kept in the know of what awaits them if a rule is breached. We thank our dean of students here at KIU; she does tremendous work in sensitizing the new students to the dos and don'ts once one is admitted as a student of KIU. For academic purposes, management has always oriented students on academic tasks and their importance. For example, course works, other

assignments, students become responsible enough to meet all these responsibilities in stipulated time as per the university policy.’’(One of the deans at KIU)

The above analysis implies that at KIU students’ responsibility in terms of punctuality, class attendance as well all participation in class activities is empowered through the effective orientation of new entrants in the university. It is expected that orientation enables these students to understand how to keep themselves responsible on campus. They are made aware of what to do and not to do regarding class attendance, punctuality in all activities but more so academic activities, and what is expected of a student concerning active participation in classroom activities.

However, during an interview with one of the lecturers, a lecturer said that:

“There are some management gaps that sometimes kill the spirit of responsibility among students towards academic issues. During orientations, some key managers do not come to brief or orient students over some key issues. Students sometimes need to hear from the administrators to appreciate the urgency of the matter.’’ (One of the lecturers, KIU)

The above analysis implies that the gist of students’ orientation lies on the shoulders of the managers. Once top managers do not attend the orientation week, other managers might not impact students. So, if the orientation is to have an impact on making the new students responsible, managers at all levels must take part.

On the other side, a student during FGD revealed that:

....yes orientation is done and we are taken through so many things. However, because we are new we need to continuously be reminded of what was emphasized in the orientation week. You find that a student pretends within the first

week after a while his/her true colors come out. (One of the students from KIU)

The above analysis implies that for the orientation program to have an impact on having responsible students, managers should not stop at the orientation week but should continue reminding them of how a university student should behave. As a student engages in many university programs, there is a possibility of forgetting what was told during the orientation week. So, students need continuous reminders on how to conduct themselves at the university.

While reviewing files regarding the orientation programs and how they are organized from the dean of students’s office, I found out that the university designs an orientation program based on the number of students admitted. If the numbers are high the activity is given two to three weeks and once the population is low the activity is given a limited time. In the documents reviewed, there is clear evidence that there is no continuous reminder of the issues hinted at during the orientation week. This implies that students’ misconduct after their admission is connected to the managers’ laxity in continuous reminders to students of their responsibilities.

On the same issue, during an interview one of the administrators at KIU told me that:

“With the fact that when one joins KIU, there is a rule he/she learns. This helps a student to know what to do and not to do, hence compliance. Students are more likely to understand the standards set ahead of them when properly oriented to the system. Clear expectations create a sense of responsibility as students recognize the importance of being punctual and attending lectures as integral parts of their academic commitment. ’’(One of the administrators from KIU)

The above analysis implies that in any institution briefing or orienting new entrants is very key since through such organizations students understand

how to conduct themselves at the university. When students are not taken through the rules governing the university, it becomes the genesis of the empirical indiscipline.

Prevalence of Academic Corruption

In this study, the sub-theme is developed to refer to lecturers with moral impunity who deviate from the expected behaviours and instead behave in a selfish and repugnant way of giving marks to students. This came from the interviews and FGDs specifically where students during FGDs raised their experiences. One student at KIU narrated to me that:

“To a lesser extent, management practices influence responsibility. For example, in the period of examinations, some students labour so much to revise to acquire good grades. But when results are back, those who were always absent appear with better grades. Not because they revised, but most likely because they played some politics for good results.” (A student from KIU)

This analysis gives an implication that the unfair treatment of students by managers triggers their indiscipline in universities. The unfair treatment removes the trust students have in their teachers and look at themselves as people who can never justify their academic potential before their teachers. As a result, they resort to indiscipline because they have lost hope in a way.

Besides, one of the lecturers who appeared dismayed told me that:

“My brother I am sorry to tell you this but here at KIU the population of our students is abnormally high and so the indiscipline is just because of the laxity practices of our managers. Surprisingly, many of our students dodge lectures but it's hard to find retakes. Here rich students will always get good results as compared to those who have no money. Due to poor pay that sometimes suffocates teachers' professionalism, students find it easy not to

attend lectures or not to participate in class activities because they know what to do at the end of the day.” (One of the lecturers from KIU)

The above analysis implies that managers fail to satisfy their employees at places of work and the consequences go back to students. Teachers begin asking for bribes from students to get good marks. This weakens students' efforts of being responsible through attending classes, being punctual for classes, and participating in class assignments because they know they can always access good grades once they give money to their teachers.

Distant Student-administration Relationship

In the current study, the sub-theme developed about the inability of students to know who to approach in case of any issue due to a very big gap between institutional leaders and students' bodies. During FGDs, students discussed openly and shaded a picture of their understanding of how management practices influence students' discipline. During one of the FGDs, a student revealed to me that:

“Administrators in KIU are very scarce on issues concerning money. But with academics, it is upon students and lecturers. That is why if a student fails to agree with a lecturer, it becomes an automatic retake. We find ourselves losing track because we lack continuous guidance from our administrators. Instead, the students' leaders are the ones coming to listen to our views of which many times none is attended to.” (A student from KIU)

The above analysis implies that laxity from the managers over continuous communication on discipline issues ignites indiscipline among students. Lecturers should be available and consistent upon discipline issues to continuously guide students. The scarcity of managers brings about a lot of trauma which deviates students from being responsible for academic issues.

While at KIU, through passive observation, I realized that in case a student has a challenge of any sort needing top managers it is hard to access them. Pretending to be having issues with my supervisor, I went to one of the faculties to meet the dean or H.O.D; However, I was told to instead meet the secretary who was delegated to handle students' issues at the faculty.

Lucrative Academic Adherence

In this study, this sub-theme is developed about compliance with institutional guidelines by students aimed at ensuring that they don't reduce their chances of graduating within the stipulated time. It was revealed during FGDs, interviews, reviews, and observations, divergent ideas were brought forward on how management practices influence students' discipline. One of the lecturers during an interview told me that:

“Policies that are likely to stop students from entering the tent “graduating” attract the attention of students to comply with them such as the tuition policy. Definitely, if the tuition is not paid, you may not sit for exams. Therefore, one will be responsible enough to pay tuition on time. The examination policy makes many students responsible enough to accomplish course works and assignments as well as attend lectures. This is because he/she is quite sure that malpractice is prohibited. What he/she has in the brain will bail her out during examinations.”

The above analysis implies that there are some policies that normally managers emphasize. Such policies tame students' responsibility in universities. So not all policies bind the same way. Some are more powerful than others. Thus, if all policies are given equal concern by the managers they can equally bind and guide students' conduct.

During a FGD one of the students told me that:

“At KIU many students wouldn't be attending lectures but once the management emphasized

the issue of paying for retakes after failing a course unit many students ended up attending. Sometimes we students need some extra force to be moved. As for me because I know how poor my background is I will always drive myself. However, some of my friends need to be dragged to do something even if it is of help to himself or herself.” (One of the students from KIU)

The above analysis implies that not all students are motivated in the same way. Some are self-driven and others need to be coerced. Therefore, as managers in universities, there is a need to plan for feasible means of positively influencing students' discipline. It has been revealed that once they are dragged, they can behave in a way you want them to since some of the students can't progress if not dragged to.

During my interviews with the administrators and lecturers, one of the lecturers told me that:

“For the years I have been teaching at this university, I haven't seen students responsible for studies like attending lectures regularly or even personally engaging in class activities. At KIU, whenever tasks are given, evidence brings it that students hire people to do the tasks on their behalf at a cost. However, once a manager reminds them to have all marks on the record if they are to graduate after a stipulated period, they are always seen hunting for marks. The pressure mounted by the managers arouses their responsibility to look for marks but not knowledge.” (A lecturer KIU)

The analysis above shows that students by nature are never responsible in terms of academic issues like attending lectures and participating in classroom activities. There is always irresponsibility exhibited by learners. Even when managers come in to remind them of their responsibilities as students, they instead show interest in getting marks but not knowledge. So,

management practices in other words do not influence the discipline of students.

Table 4.2 (b) still reveals that animated stimulus to compliance, creation of a compliance-prone environment, and the opportunity cost of education are how institutional management practices influence students' determination at Mak in terms of attempts to complete tasks and assignments and commitment to course requirements.

Animated Stimulus to Compliance

In this study, this sub-theme is used about the ability of a lecturer to stimulate students to his/her lectures by making such lectures full of life and thus enjoyable to the students. While having interviews, reviews, FGDs, and observations, participants reveal their experiences. Concerning how management practices influence students' discipline through exhibiting determination in terms of completing given tasks and commitment to course requirements, participants had various experiences. For example, during FGDs one of the students told me that:

“Some lecturers are so passionate about what they are teaching and take attendance very important. These influence students to exhibit determination in accomplishing given tasks because if one is absent on the day of submission of a task, that becomes an automatic retake.” (One of the students at KIU)

The above analysis implies that some lecturers by their character influence student's conduct. If a lecturer is strict, he/she will force students to be determined. This further implies that management practices might not be all that a factor in students' determination but the lecturer's character.

During an interview with lecturers, one of the lecturers when asked how management practices may influence students' discipline in terms of determination towards accomplishing tasks and exhibiting commitment, told me:

“Since the leaders are part of the policymakers, then definitely they directly impact students' determination since students will have to adhere to the set policies put by the managers concerning effective lecture delivery. Once these policies are communicated by the managers and their implementation is monitored, it will automatically influence the discipline of students.” (One of the lecturers, KIU)

The above analysis implies policies in a university may influence students' discipline if they are communicated. Meaning the status of student's discipline will depend on the level of communication on the governing policies. Once managers communicate the discipline policies, students will be disciplined or determined and the other way round.

A student during FGD clearly exhibited that students' determination will always depend on the determination of their managers or leaders. She said:

“Lecturers do give out coursework and the guidelines for submitting it. For example, one may be required to submit the coursework in a file. Therefore, as a student, I will take the responsibility of doing the coursework and buying the file to submit it as required. Worth noting still, that when some lecturers are teaching, they inspire us through their actions and the counselling they give us. Such guidance and counselling give us a sense of determination.” (One of the students at KIU)

An implication of the above analysis is that lecturers have more power to influence students' discipline or determination. Students will behave following the behaviour and directives of the lecturer. Meaning management practice is not so much a factor of influence but the lecturers' conduct.

Another student in a mood of counter reacting attacked a friend and said:

“Not all lecturers here in KIU are equally responsible and determined. A few are and at least attend to students. Many of those that attend do it for formality which is why sometimes we are forced to give bribes for good results. Some of the lecturers do teach, come on time, give assignments, among others. These shape us into being better and more determined people since they act as living examples. However, a few are a bad example to us students. (One of the students from KIU)

The above analysis implies though some lectures influence students with their good behaviors others do not because they have nothing good for a student to emulate. This means good lecturers influence but not management practices.

Creation of a Compliance-Prone Environment

In this study, this sub-theme is about providing a general university environment that adequately aids students' commitment as well as a feeling of responsibility towards all university demands. The FGDs, interviews, and reviews brought forward people's views on what their experiences hold concerning management practices and students' discipline.

During my interviews with lecturers at KIU, one of the lecturers told me that:

“At KIU management practices are not well felt because many of the managers basically at the faculty level have no powers to make binding decisions. Normally their role is to implement what comes from the top management. So, regarding their influence on students' discipline more so with determination towards task accomplishment and commitment to course requirements is not much felt. Unfortunately, students know that their immediate managers have powers that are non-impacting. While laughing he added since you are a researcher you can draw your conclusions from the picture, I have shaded for you.” (A lecturer from KIU)

The above analysis implies that only top managers can influence but managers at the faculty level can't influence students' determination because they have no powers of decision making.

The experience from the lecturer during our interview helped to confirm what I observed as I was seated in one of the offices. I observed the way students were talking to the officers with a lot of disrespect. One student was asking to be informed of his portal status as regards their academic performance. Because the officer delayed responding to him because she was engaged with another client, a student insulted her by saying “Remember your role here is insignificant you better serve us to save your job, or else we know which button to press to put you people in line. The officer didn't say a word but only smiled.

During FGD on the same topic, one of the students revealed to me that:

“The environment created by the management practices is not all that impacting to students' discipline. The matter of fact is that at KIU so long as one has money life will be easy for them. Whether managers say what when I have money here, I can access all that I need. Managers are available but the environment at KIU gives little attention to them and what they communicate to us students.” (One of the students at KIU)

The above analysis implies that at KIU management practices have little impact on students' determination. Students' conduct is influenced by students' financial powers. One's financial powers count more than the management practices. Students' academic conduct and determination at KIU are underpinned by their financial abilities.

Opportunity Cost of Education

In this study, this sub-theme is used about foregoing other commitments and ensuring attendance to the course as a result of sensitization by the institutional leaders. During my interviews with the administrators as well as FGDs specifically, insights

were brought forward indicating how impacting management practice is to the discipline of students specifically being determined to complete given tasks and assignments and commitment to course requirements. In one of the interviews, one of the lecturers told me:

“The determination of students is also realized during examinations. Even those particular students you barely see attend lectures, they consistently appear for examinations. Those with business and other dealings suspend them for a time and focus on examinations. That is how determined students tend to be in time of examinations.” (One of the lecturers from KIU)

Another lecture revealed to me that students we teach have so many other engagements but we use our psychology to force them to attend classes. He told me that:

“To enable students to complete tasks given to them and force them to be committed is done through setting standards and deadlines that have to be met. Take for example, a particular time for registering for a new semester, and once the deadline is set, students will be determined to register in time to avoid inconveniences. So, managers will always look for appropriate means to keep these students manageable. Otherwise, lecturers must be ready for disappointments and negative surprises.” (One of the lecturers at KIU)

The above analysis has implications that students most times behave if there is a serious condition forcing them to like the case of examination because they know how powerful examinations are in determining their future, they will always come and attend. Thus, it is upon the criterion set by the manager that students will either comply or not. To this point, therefore, management practices are felt to be a factor in influencing the discipline of students.

Furthermore, Table 2 reveals that Publications of law breakers’ verdicts and mental tech-discipline from high schools are how institutional management practices influence students’ compliance with regulations at Mak in terms of restraints from drinking alcohol and drug abuse, restraints from physical and emotional abuse and restraints from destruction of university property.

Publication of Law Breakers’ Verdicts

In this study, this sub-theme is about the spreading of information about the punishment given to a misbehaving student to signal the rest to comply. Following the question of concern which is how management practices influence students’ discipline, several insights were collected. During an interview with one of the lecturers, I was told:

“At KIU compliance to rules and regulations is given respect though within them, students are aware that what the university wants is the number of students and accumulation of capital. Yes, rules and regulations are in place and there are people to enforce but in reality, they are not seriously monitored. What is key is whether a student has reported and has cleared. Before clearing the policy will trace for you but after paying one is immune from so many penalties. That is why given our large population, abuse of drugs and alcohol is common among a few of our students in the university. With the influence of alcohol and drugs, abuse of others’ rights becomes so common not to mention the destruction of university properties.” (A lecturer from KIU)

An implication of the above analysis is that at KIU, though rules and regulations are in place the enforcers are in existence, the conduct of students is not the best, once one clears fees even when found guilty, chances are high for him or to be forgiven unless the crime committed is so severe.

While reviewing a document concerning student conduct at KIU I observed that rules and regulations are well written and the dean of students whose

office I had visited told me they don't stop at being written but disseminated as well and communicated to all students during the orientation weeks. However, these are the very rules that are being violated by students. For example, when I reviewed the document guiding students' conduct, there was a rule barring students from taking alcohol or being drunk at the university premises. However, before I left the office, within an hour I had seen over three students who entered the dean's office and were talking to the dean under the influence of alcohol.

Mental Tech-discipline From High Schools

In this study, this sub-theme is about the sense of student responsibility especially when handling university property, but originating from their secondary schools' experience and consequences. Using interviews, reviews FGDs, and observations insights were obtained on how management practices influence students' compliance to restraining from drinking alcohol and drug abuse, restraining from physical and emotional abuse, and restraining from destruction of university property. During FGDs, a student revealed to me that:

"I think it is just the mental tech discipline that we had in high school concerning taking care of the equipment. The policy was if you spoil you pay. To some of us, it is not about management practices but individual practices. Like you will introduce students to less sensitive or cheaper equipment at the start and as they advance, you will introduce them to expensive and high-quality equipment with the assumption that they have advanced." (One of the students from KIU)

The above analysis implies that compliance with rules and regulations like respecting others' rights or restraining the destruction of the university properties is not upon the management practice but the influence of the student's high school or home background. Just one would wish to give respect to the university property because one is aware that it is ethical and paramount to do so.

A lecturer while responding to the concern of my question told me:

"Like I told you during our first encounter. Some of the students we have do not want to wait for a bell to ring and go for meals but when the right time comes they automatically go for the meal. So, it is always not about management practice but one's self-drive that influences destroying university property or abuse of others' rights." (One of the lecturers from KIU)

The above analysis implies that sometimes at KIU the management practice of enforcing compliance with rules and regulations counts less. The most important element is one's conviction and belief. It is from one's conviction that it is bad to be on alcohol and drug influence while in class, it is bad to destroy university properties or it is bad to violate someone's rights.

Finally, Table 2 reveals that untimely responses to students' claims, feelings of policy ownership, and the power of peer accountability are how institutional management practices influence students' honesty at KIU in terms of a general response to authority and maintaining examination integrity.

Untimely response to students' claims; In this study, this sub-theme is about where equitable relief to an injured/affected student is available, but is not forthcoming in a timely fashion and thus no remedy at all. While reviewing disciplinary files from the deans of students I was given files of reported disciplinary cases that have never been given attention for some good years. I got an implication that students' dishonesty in denying respect to the authority might be rooted in such issues. In my struggle to understand how management practices influence students' honesty, in an interview with lecturers, one lecturer told me that:

"At KIU, since the immediate supervisors are not final, students lost trust in them. They prefer accomplishing their issues in dubious ways"

rather than waiting for the top manager to come and intervene in their cases. So, such circumstances demotivate students from being honest towards general responses to authority. A student will decide to go by cheating rather than get a retake whose procedure of recovering will take centuries.” (A lecturer from KIU)

In the same trail of getting insights into how management practices influence students’ honesty, during an FGD a student told me that:

“We also love to be honest in our conduct specifically in our general responses to authority and in maintaining examination integrity but the level is not grounded. Some of our colleagues caught cheating sometimes are the first in the tent during graduation and others are denied a hearing by the concerned administrators. Where given, it is sometimes penalised and the penalties attached are unrealistic. When you see all such issues unfolding, one decides to forget the honesty aspect and instead do the opposite.” (A student from KIU)

The above analysis gives an implication that students at KIU sometimes wish to be honest but the environment diverts them to dishonesty if it is the easiest way for them to achieve their goals. Implying further that management practices in one way or another influence their behaviour and conduct at the university.

The feeling of policy ownership: In this study, the sub-theme is about the feeling by students that whatever the rules are is their responsibility since they were made apart of the amendment process. I used interviews, reviews, FGDs, and observations to get the needed information from my respondents. In an interview one of the lecturers told me:

“Encouraging community engagement and involving students in decision-making processes related to regulations fosters a sense

of ownership. Students who feel a connection to their community are more likely to comply with rules to maintain a positive environment.” (A lecturer from KIU)

The above analysis implies that management should think of parental involvement in their programs because parental involvement is found crucial in influencing students’ behaviour at the university.

The Power of Peer Accountability

In this study, this sub-theme is used to refer to the encouragement to students by the administrators to be watchful of each other’s conduct shaping a collective commitment to university rules and regulations. From the interviews, reviews, and FGDs I got insights into how management practices influence students’ discipline in terms of honesty. One of the lecturers told me that:

“Promoting a culture of peer accountability is powerful. I encourage students to hold each other accountable for maintaining examination integrity and responding respectfully to authority figures. Peer influence can play a significant role in shaping a collective commitment to honesty and ethical conduct.” (One of the Lecturers from KIU)

However, during FGDs, a student narrated to me that:

“Many of us come from our former schools and homes disciplined and indeed having respect for higher institutions of learning. However, when we come and mix up our behaviors happen to change because of peer influence. For example, many of us in year one are afraid of engaging in cheating of examinations but having seen how managers handle the culprits of examination malpractice we also learn to begin engaging in cheating of examinations.” (One of the students from KIU)

The above analysis gives an implication that peer influence does a lot in determining the conduct of

the students. If the peers are disciplined, even the new entrants will emulate and the other way round. If you are clean and timid towards cheating in examinations, once one joins a group of peers and their practice involves cheating in examinations they will also cheat.

DISCUSSION

The findings from the current study revealed that institutional management practices, such as unclear communication and poor management-student relationships, significantly impact student discipline. These results align with previous research by Mwenda (2012) and Kiprob (2015), which similarly identified managerial practices as contributors to student indiscipline. In brief, poor communication and weak management-student relationships were highlighted as major factors leading to discipline issues among students, and improving these areas is key to fostering a positive university environment. The interpretation of these results indicates that the lack of clear communication and strong relationships between management and students creates an environment prone to indiscipline. When students do not feel supported or engaged by the administration, enforcing policies becomes challenging. This finding is supported by Owuor et al. (2022), who emphasize the importance of involving students in decision-making processes to improve discipline, and Kezar (2018), who highlights the role of student leaders in facilitating engagement. However, this view contrasts with Arum, & Roksa (2011), who argue that peer influence, particularly from student leaders, can sometimes negatively impact student behaviour.

Additionally, the study reveals that effective orientation programs are crucial in shaping student behaviour by helping students understand community norms. These results are consistent with Tinto (1993) and Kift (2019), who emphasize the importance of orientation in fostering integration and proper conduct. However, Pascarella, & Terenzini (2005) offer a differing perspective,

suggesting that orientation programs may be overemphasized and that intrinsic motivation plays a more critical role. Astin (1993) adds that personal responsibility is also essential for maintaining discipline, complementing the impact of orientation programs. Moreover, the study found that poorly scheduled university programs negatively affect students' discipline, particularly in terms of class attendance and participation. This finding aligns with Nonis, & Hudson (2006) and Kearns, & Gardiner (2018), who assert that poor scheduling leads to decreased academic performance. However, Ogola (2010) argues that factors like peer pressure and home environment also play significant roles, suggesting that scheduling alone is not sufficient to explain student behaviour. The research further demonstrates that when university administrators show little concern for student issues, students are more likely to engage in poor conduct. This finding is supported by Chickering, & Gamson (1987) and Seemiller (2016), who found that active engagement from faculty and administration promotes better student behaviour. Conversely, Babcock, & Marks (2010) argue that managerial concern does not necessarily lead to improved behaviour, highlighting the complexity of the issue. Thus, the findings from this study reinforce the idea that institutional management practices, including effective communication, student involvement in decision-making, proper orientation, and well-organized scheduling, are vital in influencing student discipline. While these practices are generally supported by the literature, the study also highlights differing views on the role of intrinsic motivation and peer influence, suggesting a need for a more nuanced approach to management practices that considers both institutional and individual factors.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the study posits that institutional management practices shape students' discipline in universities. For example, effective and timely orientation programs foster responsibility,

determination, honesty, and compliance among students. When university programs are well-organized, students are more likely to follow them diligently. Conversely, poorly scheduled programs can lead to confusion, missed classes, and frustration, which may result in irresponsibility, lack of determination, dishonesty, and non-compliance. Moreover, when university managers collaborate openly with student leadership, enforcing rules and regulations becomes easier. Clear and consistent communication about discipline policies reduces confusion, ensuring that students are focused on adhering to the set guidelines.

The study suggests that to promote better discipline, university management should implement comprehensive orientation programs that not only introduce students to university policies but also provide ongoing support throughout their academic journey. These programs should include well-structured academic schedules, mentorship from both peers and faculty, and continuous leadership development. By adopting student-centric, inclusive management practices that encourage open dialogue and address students' developmental needs, universities can instill a stronger sense of responsibility, determination, and adherence to institutional norms.

Although the study is limited by its focus on two universities, its selection of diverse institutional contexts and the use of reflexive practices enhanced the credibility and transferability of the findings. The use of multiple data collection methods allowed for triangulation, ensuring a comprehensive understanding of the subject matter. While the results may not be broadly generalizable, they offer valuable insights into the impact of institutional factors on student discipline, contributing to a deeper understanding of the issue within higher institutions of learning.

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