

The Role of Staff in Shaping Undergraduate Students Behavior for Sustainable Academic Performance at The Catholic University of Eastern Africa

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ABSTRACT: *Shaping student behaviour has become a major focus of education worldwide. As educational institutions seek to prepare students for success in an increasingly competitive and complex world, they recognize the need to not only teach academic content, but also to develop students' socio-emotional skills, character and values such as ethics and integrity, honesty and truthfulness. In universities, there have been cases of students involved in exam malpractices, such as copying, doing exams for others, poor study practices, and weak adherence to ethical conduct and integrity. Besides, a notable proportion of the undergraduate students tends to deviate from positive behaviours upon entering campus life which affects their academic performance. This study, by using quantitative and qualitative research methods, descriptive design, and purposive sampling of 80 students and 40 teaching and non-teaching staff, examined the role of staff in shaping the behaviour of undergraduate students at the Catholic University of Eastern Africa, main campus, Nairobi, for sustainable academic performance. Questionnaires were administered by the researchers to collect data from respondents. The results showed that the participants strongly agreed with the notion that efficient classroom management plays a crucial role in creating a conducive learning environment and enhancing student behaviour. It was also found that role modelling has an influence on the students' behaviour for sustainable academic performance. Moreover, respondents strongly agreed that students' guidance and counselling played a significant role in shaping their behaviour. Besides, the results showed that the attitudes of students have a considerable influence on their behaviour, making it essential to address negative attitudes to encourage desirable conduct. The study recommends that the institution should implement regular classroom observations and provide constructive feedback. The University should identify individuals with a track record of academic and personal success to serve as positive role models for the students. Staff training initiatives that prioritise the development of effective communication skills should be implemented. Involving students in developing and implementing initiatives related to behaviour change for sustainable academic performance is highly recommended.*

KEYWORDS: behaviour, attitudes, academic performance, role modelling, environment

INTRODUCTION

The cultivation of students' behavior has emerged as a significant area of emphasis in global education. In light of the growing competitiveness and complexity of the global landscape, educational institutions are acknowledging the imperative of imparting not only academic knowledge, but also fostering the social-emotional skills, character, and values of students (Farrington et al., 2015). The acknowledgment of this phenomenon has sparked an increasing fascination with the potential impact that educators, schools, and communities can have on shaping students' behavior to yield favorable results.

In recent years, there has been a heightened focus on fostering the social-emotional development of students. According to Durlak et al. (2015), social-emotional learning (SEL) refers to the cognitive and behavioral processes by which individuals acquire the necessary knowledge, attitudes, and skills to understand and regulate their emotions, set and achieve goals, demonstrate empathy towards others, establish and maintain positive relationships, and make ethical judgements. According to Durlak et al. (2011), there is evidence to suggest that the implementation of social and emotional learning program is linked to enhanced academic achievement, decreased behavioral difficulties, and heightened social aptitude. In addition to facilitating the advancement of social-emotional development, educators and educational institutions worldwide are increasingly acknowledging the significance of fostering character development and values education. The concept of character education can be described as a purposeful endeavor aimed at fostering individuals' comprehension, concern, and application of fundamental ethical principles (Berkowitz & Bier, 2016). In contrast, values education places emphasis on the deliberate instruction and advocacy of virtues such as integrity, reverence, accountability, and empathy (Giroux, 2016). The aforementioned methodologies have been discovered to exhibit a correlation with enhanced scholastic achievements, diminished instances of disciplinary issues, and heightened participation in civic activities (Berkowitz & Bier, 2016; Giroux, 2016).

In the context of Africa, the cultivation of student behavior is a fundamental component of the educational process, as it is widely acknowledged that education encompasses more than mere acquisition of academic knowledge. It also entails the holistic development of individuals who possess a diverse skill set and are capable of making constructive contributions to society (Jaja & Ojo, 2015). The significance of cultivating students' character, values, and social-emotional skills as a means of equipping them for future success in life has been underscored by African educators and policymakers (Oyedele, 2017). Historically, African cultures have exhibited a notable emphasis on the cultivation of character and values.

One illustrative instance is the notion of ubuntu, which underscores the interdependence of individuals and the significance of interpersonal connections, constituting a fundamental principle

in numerous African communities (Maphalala, 2016). Accordingly, educators and policymakers in Africa have endeavored to incorporate values education into the academic curriculum, prioritizing the cultivation of virtues such as respect, responsibility, and empathy (Oyedele, 2017).

In the context of Kenya, the cultivation of students' conduct is a pivotal component of the educational process, as it is widely acknowledged that education encompasses more than mere acquisition of academic knowledge. It also encompasses the holistic development of individuals who exhibit qualities of responsibility, ethics, and moral uprightness (Wambua, 2015). The significance of cultivating students' character, values, and social-emotional skills in order to equip them for future achievements has been underscored by educators and policymakers in Kenya (Mutua & Mutuku, 2019). Kenya possesses a culturally diverse heritage that places significant emphasis on the cultivation of character and values. An illustration of this can be seen in the notion of Harambee, a fundamental principle deeply ingrained in the fabric of Kenyan society, as highlighted by Buluma and Koech (2018). Harambee underscores the significance of unity and collaboration. Consequently, educators and policymakers in Kenya have endeavored to incorporate values education into the academic curriculum, prioritizing the cultivation of virtues such as integrity, reverence, and accountability (Mugambi, 2015). However, it has been observed that a notable proportion of the undergraduate students at the institutions of higher learning tends to deviate from positive behaviours upon entering campus life. Precisely, students are vulnerable to negative peer influences, leading to a decline in their motivation to study, involvement in exam malpractice, and reliance on academic dishonesty such as copying. Consequently, there is a resultant lack of cultivation of effective study practises, consistent attendance in classes, and adherence to ethical conduct and integrity, all of which contribute significantly to the decline in sustainable academic performance. Hence, the purpose of this study was to explore the role of staff members in shaping the behavior of undergraduate students for sustainable academic performance at the Catholic University of Eastern Africa Nairobi, Langata campus in a view to make recommendations that can help in addressing this problem, given that these young students are key actors for better future of the nations. The specific objectives were:

- i) to analyse the effects of classroom management on behaviour of undergraduate students for sustainable academic performance at the Catholic University of Eastern Africa
- ii) to examine the influence of role modelling on the behaviour of undergraduate students for sustainable academic performance at the Catholic University of Eastern Africa
- iii) to investigate the effects of students' guidance and counselling on the behaviour of undergraduate students towards sustainable academic performance at the Catholic University of Eastern Africa
- iv) to identify the challenges faced by staff members in shaping the behaviour of undergraduate students for sustainable academic performance at the Catholic University of Eastern Africa.

LITERATURE REVIEW

Effects of classroom management on behaviour change among students

According to a study conducted by Smith (2016), the implementation of effective classroom management practises is crucial in creating an optimal learning environment, reducing disruptions, and fostering positive student behaviour. Additionally, the implementation of effective management techniques has been found to be associated with enhanced student engagement and improved academic performance (Sugai et al., 2017). Numerous studies underscore the substantial correlation between classroom management and the modification of behaviour. Adekola (2016) asserts that the implementation of efficient classroom management strategies yields a reduction in disruptive behaviour and an enhancement of student engagement within Nigerian educational institutions. According to Mokwena and Seboni (2017), there exists a positive correlation between positive classroom management approaches and enhanced academic performance as well as a reduction in disciplinary issues within the South African context. In a similar vein, the study conducted by Mukwambo and Murefu (2018) revealed that educators in Zimbabwe who implemented proactive classroom management strategies witnessed notable improvements in the behaviour of their students.

In order to optimise efficacy within diverse African classrooms, it is imperative to implement classroom management strategies that are culturally responsive. The significance of integrating Nigerian cultural elements into classroom management techniques to yield a favourable influence on student behaviour was underscored by Okonkwo and Mohammed (2019). According to a study conducted by Nkosi and Buthelezi (2018) in South Africa, the acknowledgement and reverence of students' cultural heritage were found to be associated with enhanced behavioural outcomes and a heightened sense of inclusion. In a similar vein, Shumba and Nkomo (2021) put forth the proposition of employing culturally inclusive strategies for classroom management in Zimbabwe, with the aim of fostering a conducive learning environment and promoting transformative shifts in behaviour.

Research investigating the effects of classroom management training on behavioural modification demonstrates encouraging findings. According to a study conducted by Adeyemo and Akinfolarin (2016) in Nigeria, it was found that the implementation of professional development workshops for teachers resulted in an enhancement of their classroom management abilities, subsequently resulting in a favourable transformation in student conduct. Chikoko et al. (2020) proposed the implementation of continuous professional development programmes in Zimbabwe as a means to provide teachers with proficient behaviour management strategies.

In the context of teacher training and classroom management, research conducted by Mutindi and Wekesa (2017) in Kenya revealed that the proficiency of teachers in implementing instructional

management techniques plays a crucial role in facilitating positive behavioural transformations among students. Furthermore, the research conducted by Kariuki (2018) and Kiptoo et al. (2022) revealed that the establishment of an inclusive classroom setting that caters to the varying learning requirements of students can yield favourable outcomes in terms of behavioural modification. Furthermore, the implementation of inclusive strategies serves to foster the active participation of all students while concurrently mitigating the occurrence of exclusionary behaviours.

Andersson and Svensson (2019) conducted a research study that examined the impact of classroom communication on the academic performance of European university students. The study utilised a quantitative approach to investigate the correlation between classroom communication and academic achievement. The objective of this study was to elucidate the influence of effective communication practises in the classroom on students' academic performance. The research study utilised a sample size of 800 participants, employing convenience sampling as the chosen sampling technique. Although convenience sampling offers a convenient means of accessing participants, it is crucial to acknowledge that the resulting findings may lack generalizability to the broader population. However, the research offers significant insights regarding the subject matter. In order to gather data, the researchers employed a survey questionnaire as the primary research tool. The employed methodology facilitated the collection of self-reported data from the participants, with a specific emphasis on their encounters with classroom communication. The study's results demonstrated a significant positive association between proficient classroom communication and the academic performance of students. Students who were provided with explicit instructions not only exhibited active listening behaviours from their instructors, but also received valuable constructive feedback, thereby increasing their likelihood of achieving higher academic performance. The findings of this study indicate that the implementation of effective communication strategies within the classroom setting has a positive impact on the improvement of student learning outcomes.

A study titled "The Impact of Time Management on Students' Behaviour: A Case Study in Nairobi" was conducted by Akinyi and Ochieng (2017) to examine the correlation between time management and students' behaviour. The researchers employed a mixed-methods methodology, integrating surveys and focus group discussions as data collection techniques for the study. The research investigation centred on a cohort of secondary school students located in Nairobi, Kenya. The sample consisted of 300 students who were purposefully selected from a range of schools within the area. The researchers utilised stratified random sampling methods in order to guarantee adequate representation across various grade levels and schools within the specific context of Nairobi. The researchers employed surveys as a research tool to gather quantitative data pertaining to the time management practises and behaviours of students. Furthermore, the researchers conducted focus group discussions in order to collect qualitative insights and perspectives regarding the impact of time management on students' behaviour. The study's results revealed a notable influence of time management on the behaviour of students. The manifestation of

proficient time management abilities among students was found to be associated with favourable behavioural consequences, including decreased tendencies to procrastinate, diminished levels of stress, and increased involvement in academic pursuits. The aforementioned findings underscore the significance of cultivating and implementing efficacious time management strategies among students residing in Nairobi, with the aim of promoting favourable behavioural outcomes.

In a study conducted by Njeri and Nyaga (2017), a quantitative research approach was employed to investigate the relationship between peer collaboration and student behaviour among primary school children in Nairobi. The primary objective of this study was to examine the correlation between peer collaboration and student behaviour within the context of primary school students in Nairobi, Kenya. The research employed a quantitative research design, utilising surveys and behavioural assessments as instruments for data collection. A convenience sampling method was employed to select a representative sample of 300 students from various primary schools located in Nairobi. The data collection process involved the administration of surveys to assess peer collaboration experiences, as well as behavioural assessments to measure social skills and disruptive behaviour among students. The results of the investigation revealed a significant association between peer collaboration and favourable student conduct. The participation of students in collaborative activities with their peers has been found to be associated with enhanced social skills, decreased disruptive behaviour, and increased classroom engagement. The results of this study indicate that peer collaboration is a significant factor in promoting positive behaviour among primary school students in Nairobi. The study proposes that educational institutions should actively promote the adoption of cooperative learning strategies, such as group projects and peer tutoring, in order to facilitate student collaboration and foster the development of positive social skills. Furthermore, it is imperative for educators to endeavour towards establishing a conducive classroom milieu that fosters cooperation, reverence, and inclusiveness. The promotion of teamwork, active engagement, and open communication among students can facilitate the attainment of this objective. By implementing the aforementioned recommendations, educational institutions in Nairobi have the potential to augment collaboration and foster positive behaviour among students.

Influence of role modelling on students' behaviour for sustainable academic performance

Extensive research has been conducted on the influence of role models on student behaviour and academic performance, encompassing diverse cultural and geographical contexts. In a study conducted by Jones (2015), the focus was on examining the impact of teacher role models on the academic performance of American students. The research revealed that students who were exposed to teachers who provided inspiration and support as role models demonstrated enhanced academic achievements in comparison to their counterparts who did not have access to such role models. The study conducted by Anderson and Thompson (2018) aimed to investigate the impact of role models on the academic motivation of university students in Europe. The research findings indicate a positive correlation between exposure to accomplished role models and heightened

levels of academic self-efficacy and student motivation. Chen and Li (2016) conducted a study to investigate the impact of traditional role models on the academic achievement of Chinese students. The research underscored the significance of role models in shaping students' motivation to attain academic success, particularly through the cultural significance of historical and notable figures.

In their study, Adewale and Bello (2017) investigated the influence of community leaders in Nigeria on the academic behaviour of students, specifically focusing on their role as role models. The study revealed that the presence of community leaders had a significant impact on the long-term academic success of Nigerian students. Mugabe and Chikwava (2020) conducted a study in Zimbabwe to investigate the impact of family role models on the academic aspirations of high school students in the country. The research findings indicated that the presence of supportive family role models had a beneficial impact on students' attitudes towards education and their likelihood of achieving academic success. In a recent scholarly investigation conducted by Ochieng and Wambua (2022), the impact of teachers' role model function on the academic achievement of Kenyan students was explored. The study revealed that students in Kenya who had access to committed and competent teachers as role models demonstrated enhanced academic performance.

Extensive literature on a global scale demonstrates that the phenomenon of role modelling holds considerable importance in influencing the behaviour of students and possesses the potential to exert a profound influence on their overall development. In their study titled "The Role of Teacher Punctuality in Student Punctuality and Academic Achievement," Wang et al. (2017) conducted a quantitative investigation that specifically examined the impact of teacher punctuality on student punctuality and academic performance among primary and secondary school students. The researchers utilised a stratified random sampling methodology and gathered data from a representative sample of 1,200 students. The research employed a survey instrument to collect data and employed a cross-sectional research design. The study's results indicated a statistically significant positive association between the timeliness of teachers and the academic achievement of students. A correlation was found between the punctuality of teachers and the punctuality of students, leading to a subsequent positive effect on the students' academic performance. The researchers utilised correlation analysis and regression analysis as statistical methods to substantiate these findings. The study suggests that educational institutions should prioritise the significance of punctuality among teachers, based on the findings. It is suggested that the provision of training in punctuality skills be considered as a means to enhance the impact of teachers' role modelling on students. Furthermore, the research suggests the inclusion of punctuality as a metric for assessing teacher performance in evaluations. It is anticipated that the implementation of these measures will foster a culture of timeliness among educators, thereby exerting a positive influence on the punctuality of students and subsequently enhancing their academic performance.

In their study, Smith et al. (2016) undertook a cross-sectional survey with the aim of investigating the impact of role modelling on professionalism within the population of medical students in Europe. The study encompassed a cohort of 500 medical students hailing from five European countries, who were chosen via convenience sampling. The data was obtained through the administration of a questionnaire, employing a non-probability sampling technique. The study's results revealed a statistically significant and positive association between the extent of exposure to positive role models and the advancement of professionalism among medical students. Furthermore, the students indicated that observing unprofessional behaviour in their role models had an adverse effect on their own professional demeanour. The authors' findings led them to suggest the intentional incorporation of role modelling as an instructional approach in medical curricula. The implementation of this proactive approach has the potential to significantly augment professionalism within the cohort of upcoming medical professionals.

Agbo (2018) conducted a research study utilising mixed methods to investigate the correlation between role modelling and moral development among university students in Nigeria. The research encompassed a cohort of 400 Nigerian university students, who were chosen using a multi-stage random sampling technique. The study employed questionnaires and interviews as instruments for data collection. The research utilised a cross-sectional design and a sequential explanatory design. The study's results revealed that the act of positive role modelling exerted a notable influence on the moral development of individuals enrolled in higher education institutions. The data was analysed using descriptive statistics and content analysis techniques. Based on the findings presented, it is advisable for educational institutions in Nigeria to prioritise the identification and promotion of positive role models as a means to enhance moral development among university students. This study emphasises the significance of establishing a conducive environment that fosters the existence of positive role models as a means to augment the moral development of students.

The effects of guidance and counselling on the behaviour of students for sustainable academic performance

The provision of guidance and counselling services in educational environments is widely acknowledged as crucial for promoting the holistic growth of students, encompassing their emotional, social, and academic well-being (Brown, 2017; UNESCO, 2015). According to Tian and Zhao (2018), these services promote constructive behaviours such as self-regulation, goal establishment, and decision-making, all of which are associated with long-term academic success. According to Jones et al. (2016), research conducted within the American context has demonstrated that school guidance and counselling programmes have a notable impact on students' academic attitudes and behaviours. According to Smith and Johnson (2019), the implementation of individualised instruction and counselling sessions has been found to yield positive outcomes in terms of enhancing students' time management abilities and fostering more effective stress management strategies. According to a study conducted by Rogers and Schmidt (2021), research

conducted in Europe has demonstrated that the implementation of comprehensive guidance and counselling programmes has been effective in mitigating dropout rates and enhancing academic engagement. According to Petersen et al. (2017), research has shown that career guidance specifically has a beneficial effect on students' motivation to attain high academic performance. Research conducted in Asian countries places significant emphasis on the importance of guidance and counselling in promoting students' self-esteem and confidence, ultimately resulting in improved academic performance (Li & Wong, 2018). Research conducted by Chen et al. (2022) has demonstrated the efficacy of collaboration among counsellors, teachers, and parents in fostering the emotional well-being and academic achievement of students.

According to Oluwatoyin (2016), there is an increasing inclination in Nigeria towards the utilisation of guidance and counselling services as a means to tackle student behavioural challenges and enhance academic achievement. According to Adeyemo and Mohammed (2020), there is a positive correlation between school-based counselling interventions and heightened student motivation, as well as a decrease in disciplinary issues. The significance of guidance and counselling in enhancing inclusive education and bolstering academic resilience is emphasised in studies conducted in Namibia (Shikulo, 2018). The role of school counsellors in providing support to marginalised students and fostering their academic achievement has been of utmost importance, as highlighted by Shilunga and Nekongo-Nielsen (2021).

In a scholarly investigation conducted by Ngugi, J., and Wambui, S. (2016), the focus was on examining the impact of school counselling on the scholastic achievements of secondary school students in Kenya. The findings indicate that students who receive consistent counselling support demonstrate a higher propensity to exhibit positive behaviours, such as enhanced time management and study skills, resulting in a sustained level of academic performance. In their study, Omondi and Mwangi (2018) conducted an examination of the influence of college guidance programmes on student attitudes pertaining to academic achievement. The results indicate that students who actively engage in guidance programmes exhibit increased levels of academic engagement, heightened motivation, and a clear sense of purpose, thereby leading to long-term academic success.

The provision of guidance and counselling services holds significant importance in moulding and exerting influence on the behaviour of students. In their study titled "The Impact of More Fully Implemented Comprehensive Guidance Programmes on the School Experiences of High School Students," Lapan et al. (2017) conducted a comprehensive evaluation across an entire state. The present investigation utilised a quasi-experimental research design and encompassed a cohort of secondary school students, with a sample size of 15,482 individuals chosen via a method of stratified random sampling. The researchers employed probability sampling techniques to administer a student survey questionnaire. The findings of the study indicated that educational institutions that had fully integrated comprehensive guidance programmes demonstrated

favourable outcomes for their students. The observed results encompassed enhanced levels of school bonding, academic attainment, as well as preparedness for college and career pursuits. The researchers employed analysis of variance (ANOVA) techniques to analyse the data. This study highlights the importance of fully implementing comprehensive guidance programmes within high schools. This underscores the potential of implementing such measures to significantly enhance students' overall educational experiences and positively impact their outcomes in postsecondary education.

In a study conducted by Tawiah (2017), a mixed methods approach was employed to investigate the influence of mentorship on the professional growth of university students in Ghana. The study centred on university students in Ghana and employed a sample of 300 participants chosen via convenience sampling. The research employed a sequential explanatory design, utilising surveys and interviews as data collection methods. The study's findings suggest that mentorship has a substantial impact on the career advancement of university students in Ghana. Mentorship provided students with invaluable guidance, support, and networking prospects. These factors played a crucial role in facilitating their professional development. The data analysis in this study involved the utilisation of descriptive statistics and thematic analysis techniques. The descriptive statistics offered a comprehensive summary of the participants' responses, whereas the thematic analysis facilitated the identification and exploration of significant themes pertaining to the influence of mentorship on career advancement. The study's findings suggest that the establishment of formal mentorship programmes within universities in Ghana is advisable. These programmes would offer organised avenues for students to interact with mentors, thereby augmenting their career advancement and facilitating their professional development.

The research conducted by Ochieng, L. W., et al. (2020) investigated the perspectives of secondary school students on the efficacy of guidance and counselling services in addressing social issues in Kisumu County, Kenya. The study utilised a mixed methods research design, incorporating both quantitative and qualitative data collection methods. The study involved the participation of 300 secondary school students, who were selected using stratified random sampling. The data was gathered through the implementation of questionnaires and semi-structured interviews, employing cluster sampling techniques for the selection of participants in the interviews. The study's results revealed that students held the perception that guidance and counselling services were efficacious in addressing social difficulties. In particular, the students conveyed enhancements in their problem-solving aptitude, conflict-resolution proficiency, and overall state of well-being. Based on the findings, the study proposes that there should be improvements made to the availability and accessibility of guidance and counselling services in secondary schools in order to adequately address the social and emotional requirements of students. This statement implies the significance of allocating resources and establishing support systems that can enhance the overall welfare of students in the realm of secondary education.

Challenges faced by educators in shaping the behaviour of students for sustainable academic performance

The pivotal role that educators play in shaping student behaviour to foster long-term academic success is of utmost importance in the holistic development of societies on a global scale. The maintenance of consistent academic performance is crucial for the advancement and welfare of both individuals and nations. Educators in American schools' encounter difficulties pertaining to the cultural diversity exhibited by their students. According to Smith (2017), the presence of diverse cultures in American classrooms necessitates the implementation of novel strategies for managing student behaviour. The task of reconciling the unique requirements of individual students with the considerations of cultural sensitivity presents a significant obstacle (Johnson & Brown, 2019). The implementation of strategies that demonstrate respect and acceptance towards diverse cultural backgrounds is imperative in order to ensure long-term academic success.

European educators encounter difficulties associated with socio-economic disparities. Students from a lower socio-economic background may experience behavioural issues as a result of a range of external factors (Davies et al., 2016). In order to effectively tackle these challenges, it is imperative to adopt a comprehensive approach that involves the active participation of educators, families, and social service providers, with the aim of promoting constructive conduct (Garcia & Mller, 2018). Educators of Asian descent encounter difficulties in upholding discipline and fostering motivation among their students within an intensely competitive academic milieu. The presence of performance-related expectations may contribute to the development of behavioural issues associated with stress (Chen & Wong, 2017). According to Nguyen (2021), the implementation of strategies that foster intrinsic motivation and prioritise holistic development is of utmost importance.

In the Nigerian educational context, educators are confronted with the task of addressing cultural elements that exert an influence on student behaviour. The collision between conventional beliefs and practises and contemporary educational methodologies has been observed (Okafor & Oranu, 2016). Educators are faced with the challenge of finding a harmonious equilibrium between the preservation of cultural heritage and the promotion of progressive academic achievement. Zimbabwean educators encounter obstacles that arise as a result of the economic hardships experienced within the nation. The presence of poverty and a scarcity of resources have been found to have a significant influence on student behaviour and academic achievement (Muzenda & Chivore, 2018). According to Nyamupangedengu (2020), the implementation of innovative pedagogical approaches and the provision of community assistance can effectively address these difficulties. The challenges faced by educators in Namibia pertain to the management of cultural diversity and the integration of marginalised populations within the educational framework (Haufiku & van der Westhuizen, 2017). The prioritisation of inclusive education and the customization of instructional approaches to accommodate diverse learning styles are imperative for cultivating enduring academic success. Educators in Kenya encounter difficulties pertaining to

restricted educational opportunities, particularly in rural regions (Kiboro & Gakunga, 2019). Resolving this matter necessitates a collaborative endeavour involving governmental entities, local communities, and educational professionals, aimed at guaranteeing equitable access to academic achievement for all students.

Theoretical Framework

In this section, the theoretical frameworks that are relevant to the present study were examined.

Social Cognitive Theory

The Social Cognitive Theory, as proposed by Bandura (1977), highlights the interplay between an individual's cognitive processes, their behaviour, and the surrounding environment. The proposition suggests that students acquire knowledge and skills by engaging in the processes of observation, modelling, and reinforcement. Within the framework of the Catholic University of Eastern Africa, faculty members have the capacity to serve as exemplars, offering students the chance to witness commendable conduct and cultivate beneficial academic practises.

Self-Determination Theory

The theory proposed by Deci and Ryan (2017), known as Self-Determination Theory, places emphasis on the significance of intrinsic motivation and autonomy in the determination of human behaviour. Based on the theoretical framework, it is posited that students are inclined towards exhibiting sustainable academic performance when they experience a perception of competence, autonomy, and relatedness. The facilitation of a supportive and inclusive learning environment, the provision of meaningful choices, and the delivery of constructive feedback can be undertaken by staff members in order to support this endeavour.

Expectancy-Value Theory

The expectancy-value theory, also known as the expectancy-value model, is a psychological framework that seeks to explain individuals' motivation and behaviour based on their expectations and the value they attain. The Expectancy-Value Theory was proposed by Martin Fishbein and Icek Ajzen in the late 1960s. This study emphasises the influence of student beliefs and values on their academic conduct. This implies that students are inclined to participate in activities that they perceive to be both valuable and achievable. The cultivation of positive behaviour among staff members can be facilitated through various strategies, such as fostering a growth mindset, emphasising the significance of academic tasks, and exemplifying the intrinsic worth of learning for both personal and professional advancement.

Social Support Theory

The significance of social relationships and support in shaping behaviour is underscored by Social Support Theory (Cohen & Wills, 1985). The findings indicate that students who perceive greater levels of social support are more inclined to exhibit positive academic behaviours. The provision of academic advising and mentoring programmes by staff members, along with the establishment of peer support opportunities, serves to cultivate a sense of belonging and connection among students.

Conceptual framework

Figure 1 below shows the independent and dependent variables together with the conceptualised relationships between the variables.

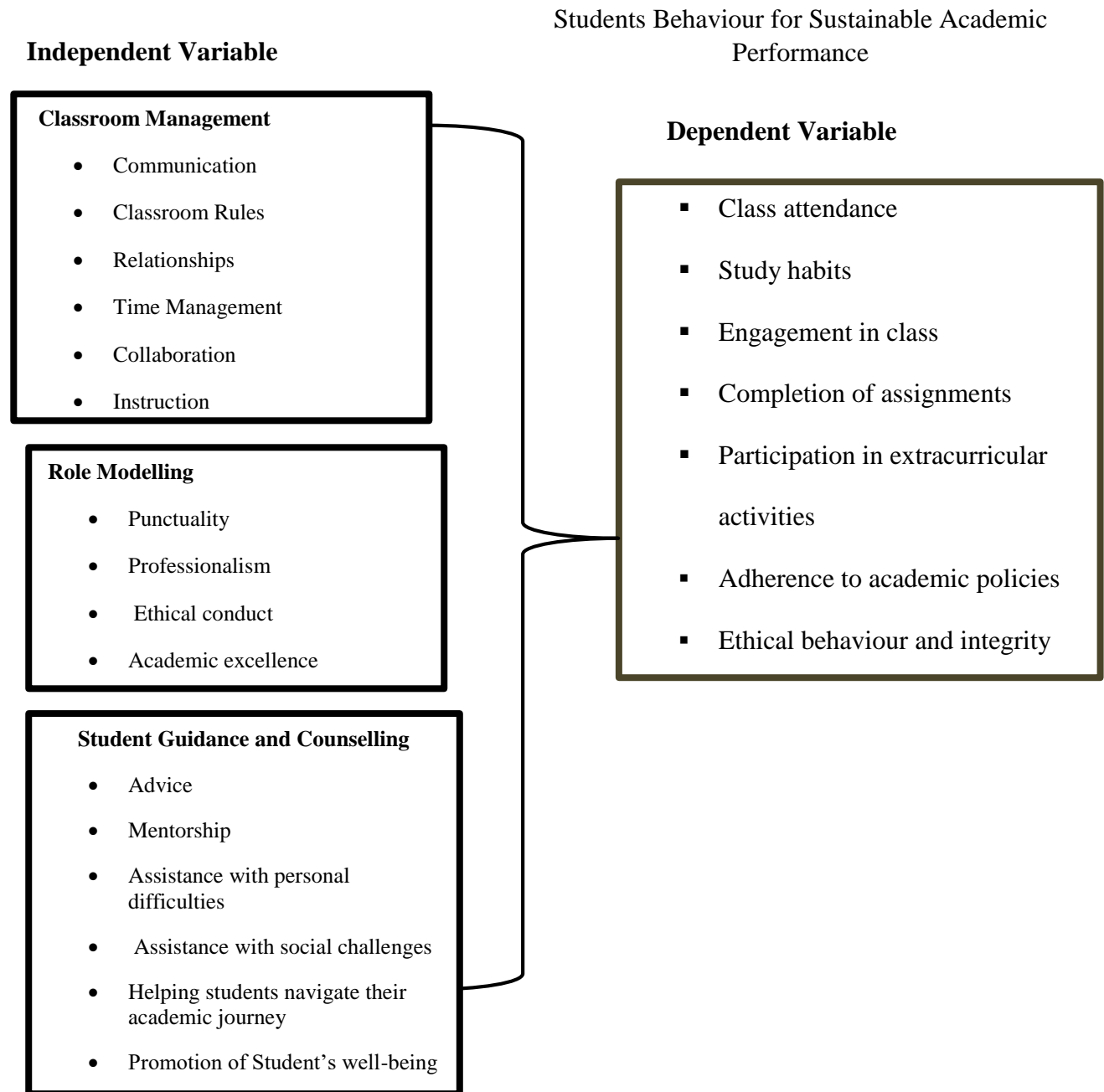


Figure 1: Conceptual framework

METHODOLOGY

Research Design

In order to examine the impact of classroom management, role modelling, and student guidance and counselling on the behaviour of undergraduate students in relation to sustainable academic performance, a descriptive research design was utilised in this study.

Location of the Study

The research was conducted at the main campus of the Catholic University of Eastern Africa (CUEA) located in Lang'ata area Nairobi, Kenya. The institution was founded in the year 1984 as a constituent college of the Catholic University of Eastern Africa Consortium (CUEAC), an association that includes multiple other Catholic universities situated in the East African region. The Catholic University of Eastern Africa (CUEA) is committed to delivering high-quality education that is deeply grounded in Catholic identity.

Target Population

The present study encompasses the entire staff and undergraduate student body across multiple departments at the Catholic University of Eastern Africa. The participants for this study will be selected from a population consisting of approximately 339 staff members and 7,675 students.

Sampling Design and Sample Size

Sampling Frame

The sampling frame encompassed both staff members and undergraduate students from the Catholic University of Eastern Africa. The staff members encompassed both individuals involved in teaching and those in non-teaching roles, whereas the undergraduate students were chosen from diverse departments within the University.

Sampling Technique

The present study utilised a simple random sampling for departments and purposive sampling technique to select the respondents. The target demographic consisted of individuals who were employed as staff members and enrolled as undergraduate students. The staff comprised both instructional and non-instructional personnel. Likewise, the undergraduate students hailing from selected academic departments at the Catholic University of Eastern Africa. In order to determine the participants for the study, a purposive sampling technique was utilised, which involved selecting students, teaching staff, and non-teaching staff members.

Sampling Size Determination

The estimation of the population size was conducted using data obtained from the CUEA Registrar's Office in 2022. The data revealed the presence of 239 teaching staff, 100 non-teaching staff, and 20 departments. In order to conform to the concept that a sample size of 20 percent is adequate for examining the population and making generalisations based on the findings, a sample size was computed accordingly. Four departments selected from 20 at using simple random sampling had about 400 students. The total number of participants in the study comprised of 47 teaching staff, 20 non-teaching staff members, and 80 students, resulting in a total of 147 individuals, which is statistically a large sample.

Research Instruments

The current investigation utilised in-person researcher- administered questionnaires as data collection instruments, targeting both staff members and undergraduate students who were selected as participants for the research.

Validity and Reliability

In order to ascertain the validity of the study, a thorough examination and assessment of the research instruments were conducted by domain experts. The researchers conducted an analysis by administering the instruments to determine the relevance, comprehensiveness, and alignment of the questionnaires with the research objectives. The instruments' validity was enhanced by making necessary adjustments based on the feedback received.

The assessment of reliability was an essential component of the pre-testing phase. The Cronbach's alpha value obtained was 0.86. Modifications were implemented as deemed necessary to enhance the reliability of the instruments, thereby ensuring the consistent acquisition of the desired data.

Data Collection Procedure

After obtaining relevant authorizations, data collection was conducted by administering respective research instruments to a total of 80 students and 67 staff members.

3.8 Data Analysis

The data collected in this study underwent an analysis process, with the objective of extracting meaningful insights and drawing valid conclusions. The process encompassed multiple stages. Initially, the gathered data was systematically arranged and appropriately processed in order to facilitate subsequent analysis. The process involved in this task encompassed the thorough examination of the data to ensure its comprehensiveness, rectifying any instances of missing or inaccurate values, and suitably categorising or marking the data to enhance its suitability for analysis.

Additionally, an analysis of descriptive statistics was conducted to provide a summary and description of the primary characteristics of the data pertaining to both staff and students. The quantitative data collected was coded and analysed using IBM SPSS Statistics version 22. To obtain a comprehensive overview of the data and improve the understanding of the variables being studied, statistical techniques such as frequency distributions and percentages were employed. The qualitative data was subjected to analysis using the content analysis methodology. In addition to this, the process of data integration was conducted due to the collection of both quantitative and qualitative data. This entailed the analysis of the convergence or divergence of findings derived from various data sources. The results were synthesised and presented in tables with frequencies and percentages. Moreover, the process of interpretation and synthesis was conducted. The discussion encompassed the findings in relation to the existing literature and the research objectives and implications of the findings were given.

Ethical Considerations

A substantial number of ethical considerations were duly observed throughout the duration of the study. Informed consent was obtained from all participants in the study, which encompassed staff members and undergraduate students, prior to their involvement. The participants were presented with comprehensive information pertaining to the study's objectives, methodologies, potential hazards, and advantages. The participants were duly notified of their entitlement to refuse or discontinue their involvement in the study at any point, without incurring any adverse repercussions.

Furthermore, steps were taken to guarantee the preservation of confidentiality and the protection of participants' anonymity. All personal identifying information, including names and personal details, was maintained in strict confidentiality and securely stored. The data underwent coding and aggregation procedures in order to safeguard the privacy of the participants. In the interim, individuals' involvement in the research was completely optional. The participants were not subjected to any form of coercion or undue pressure in their decision to participate. The individuals were granted the autonomy to make a choice regarding their participation, and their decision was duly acknowledged without any repercussions on their academic or professional status.

Once again, the researcher consistently upheld principles of transparency and integrity throughout the duration of the study. The reported findings were presented in an accurate and objective manner, and any potential conflicts of interest were duly disclosed. The research methodology and findings were effectively conveyed in a transparent and impartial manner.

RESULTS

This study involved the distribution of a total of 147 questionnaires to participants, with 67 questionnaires allocated to staff members and 80 questionnaires allocated to students. Of the total

67 questionnaires distributed among the staff members, 40 were successfully retrieved, thereby indicating a return rate of approximately 60%. Nevertheless, all 80 questionnaires were returned by the students, indicating a return rate of 100%. In this section, the findings are presented by specific objective of the study.

Gender of participants, age of students and work experience of staff members

Table 4.1 shows gender of participants, age of students and work experience of staff members

Gender distribution of staff and students			
Participants		Frequency	Percent
Staff	Male	19	15.8
	Female	21	17.5
Students	Male	39	32.5
	Female	41	41.2
Total		120	100
Age of students who participated in the study			
Age bracket		Frequency	Percent
20 and below		17	21.3
21 - 28		53	66.3
29 - 36		6	7.5
37 - 44		2	2.5
45 and above		2	2.5
Total		80	100.0
Staff's years of service at the Catholic University of Eastern Africa			
Year bracket		Frequency	Percent
1-5		21	52.5
6-10		6	15.0
11-15		9	22.5
16-20		2	5.0
25-30		2	5.0
Total		40	100.0

Table 4.1 displays the gender distribution of the study participants, with a total of 120 respondents. There were 19(15.8%) male staff members and 21(17.5%) female staff members. Additionally, there were 39 (32.5%) male students and 41(41.2%) female students included in the study. The majority 53(66.3%) out of 80 students who participated were between 21 and 28 years old. Majority 21(52.5%) of staff had an experience of 1- 5 years of service at the University.

Effects of Classroom Management On the Behaviour of Undergraduate Students for Sustainable Academic Performance

Table 4.2 Effects of classroom management on the behaviour of undergraduate students

No.	Statements	Strongly Disagree	Undecided	Strongly Agree
1.	The instructor effectively communicates classroom expectations	11 (13.8%)	22 (27.2%)	47 (58.85%)
2.	Classroom rules are clearly defined	8 (10%)	24 (30%)	46 (60%)
3.	Classroom rules are consistently enforced	8 (10%)	36 (45%)	36 (45%)
4.	The learning environment is conducive to active student engagement	6 (7.5%)	24 (30%)	50 (62.5%)
5.	The instructor provides constructive feedback on student performance.	9 (11.3%)	29 (36.3%)	42 (52.5%)
6.	Students are encouraged to participate and express their opinions in class	6 (7.5%)	23 (28.8%)	51 (63.8%)
7.	The instructor effectively manages and maintains order in the classroom	4 (5%)	22 (27.5%)	54 (67.5%)
8.	The classroom environment promotes mutual respect and inclusivity	6 (7.5%)	17 (21.2%)	57 (71.3%)
9.	Classroom management is effective in my school	8 (10%)	26 (32.5%)	46 (57.5%)
10.	My behaviour in the classroom is positively influenced by classroom management	11 (13.8%)	28 (36.2%)	40 (50%)
11.	Effective classroom management contributes to my academic performance	11 (13.8%)	24 (30%)	45 (56%)
12.	I am actively engaged in class when classroom management is effective	8 (10%)	22 (27.5%)	50 (62%)
13.	Effective classroom management enhances my learning experience.	7 (8.8%)	23 (28.8%)	50 (62.5%)
14.	Sustainable academic performance is influenced by classroom management.	10 (12.5%)	29 (36.3%)	41 (51.3%)

From Table 4.2, it can be observed that only 36(45 %) strongly agreed that classroom rules are consistently enforced and only 42(52.5%) strongly agreed that the instructor provides constructive feedback on student performance.

Influence of role modelling on the behaviour of undergraduate students for sustainable academic performance

Table 4.3 Influence of role modelling

No.	Statements	Strongly Disagree	Undecided	Strongly Agree
1.	I have encountered role models among the university staff members.	19 (23.8%)	24 (30%)	37 (46.3%)
2	Role models at the university have positively influenced my behaviour.	21 (26.3%)	18 (22.5%)	41 (51.3%)
3	I believe that role modelling is important for sustainable academic performance.	8 (10%)	16 (20%)	56 (70%)
4	I am motivated to emulate positive behaviours exhibited by role models	1(1.3%)	7 (8.8%)	50 (62.7%)
5	Role models have inspired me to achieve academic goals.	7 (8.8%)	25 (31.3%)	48 (60%)
6	I feel encouraged by the role models at the university.	13 (16.2%)	26 (32.5%)	40 (51.3%)
7	The behaviour of role models influences my own behaviour	15 (18.8%)	28 (35%)	37 (46.2%)
8	I believe that role modelling contributes to sustainable academic performance.	10 (12.5%)	20 (25%)	50 (62.5%)
9	Role models serve as positive examples of academic excellence.	8 (10%)	25 (31.3%)	47 (58.8%)
10	Observing role models enhances my motivation to perform well academically	10 (12.5%)	20 (25%)	50 (62.5%)
11	Having role models positively impacts my overall university experience.	14 (17.5%)	16 (20%)	50 (62.5%)

From Table 4.3 the majority 56 (70%) of respondents strongly agreed that role modelling is important for sustainable academic performance. Only 37 (46.2%) strongly agreed that that role modelling contributes to sustainable academic performance and 37 (46.3%) have encountered role models among the university staff members.

Effects of students' guidance and counselling on the behaviour of undergraduate students towards sustainable academic performance

Table 4.4 Effects of students' guidance and counselling

No.	Statements	Strongly Disagree	Undecided	Strongly Agree
1	The student guidance and counselling services at the university are easily accessible.	18 (22.5%)	32 (40%)	30 (37%)
2	The guidance and counselling sessions have been addressing my academic concerns effectively	24 (30%)	32 (40%)	24 (30%)
3	I am aware of the available support resources for academic and personal challenges.	16 (20%)	32 (40%)	32 (40%)
4	The university provides effective guidance on study skills	14 (17.5%)	32 (40%)	34 (42.5%)
5	The university provides effective guidance on time management.	11 (18.8%)	35 (43.8%)	34 (42.5%)
6	The student guidance and counselling services have positively impacted my behaviour	20 (25%)	30 (37.5%)	30 (37.5%)
7	Student guidance and counselling has influenced my behaviour positively	18 (22.5%)	29 (36.3%)	33 (41.3%)
8	The guidance received has contributed to my sustainable academic performance	14 (17.5%)	31 (38.8%)	35 (43.8%)
9	I have acquired effective study skills and strategies through counselling.	19 (23.8%)	25 (31.5%)	36 (45%)
10	Student guidance and counselling have helped me overcome academic challenges.	19 (23.8%)	29 (36.3%)	32 (40%)

From Table 4.4, only 24 (30%) of participants strongly agreed that the guidance and counselling sessions have been addressing their academic concerns effectively and 30 (37.5%) strongly agreed that the student guidance and counselling services have positively impacted their behaviour.

Challenges faced by staff members in shaping the behaviour of undergraduate student for sustainable academic performance

Table 4.5 Challenges faced by members in shaping students' behaviours

Challenges	Frequency	Percentage
Lack of access to students	7	17.5
Student attitudes	24	60
Family issues	4	10
Communication barriers	4	10
Lack of facilities	1	2.5
Total	40	100

Table 4.5 shows that challenge most faced by the staff members in moulding the behaviours of students was the attitudes 24(60%) of students, followed by the lack of access to students.

DISCUSSION AND IMPLICATION OF THE FINDINGS

Discussion

The implementation of effective classroom management strategies is essential in establishing an optimal learning environment that promotes student engagement, motivation, and academic achievement. These findings suggests that an organised and controlled classroom setting fosters increased engagement and exemplary behaviour among students. This discovery is consistent with prior research indicating that the implementation of effective classroom management techniques can improve students' attention, collaboration, and self-control Parker and Hughes (2019). This observation may also indicate a lack of consistent implementation or communication of classroom management practises across various courses or faculty members.

The results of this study indicate that a substantial majority of undergraduate students hold a strong belief in the impact of role modelling on their academic performance in a sustainable manner. The data reveals that a significant majority of the participants, specifically 70%, expressed a strong agreement, suggesting that they hold the belief that role models play a crucial role in influencing their behaviours in a positive manner. Role models play a pivotal role in offering students examples of successful academic behaviours and attitudes. When students have the opportunity to witness and engage with individuals who exhibit qualities such as dedication, diligence, and persistence in their academic endeavours, there is a higher likelihood that they will internalise and adopt similar habits.

The proportion of participants, specifically 35%, who expressed indecisiveness implies the presence of a subset of students who harbour uncertainty regarding the influence of role modelling

on their academic conduct. The presence of ambiguity in this context can be ascribed to a multitude of factors, including limited exposure to suitable exemplars or a deficiency in understanding the advantages associated with the presence of role models within academic environments. This statement underscores the significance of expanding opportunities for student engagement with positive role models and fostering dialogue regarding the impact of these influences on their educational journey.

In contrast, a notable proportion of participants, specifically 26.3%, expressed a strong disagreement regarding the impact of role modelling on their academic performance sustainability. This dissident group may possess divergent viewpoints regarding the origins of motivation, potentially placing greater emphasis on personal attributes or individual resolution rather than external factors such as role models. Gaining an understanding of the underlying causes of this disagreement has the potential to yield valuable insights into the multifaceted elements that contribute to achieving academic success.

The survey findings reveal a diverse range of perspectives among undergraduate students concerning the influence of guidance and counselling on their attitudes and actions towards achieving sustainable academic performance. In the survey, it was found that 45% of the participants expressed a strong agreement regarding the effects of guidance and counselling. However, a notable proportion of students (43.8%) indicated uncertainty or indecision on this matter. This observation suggests that there is a lack of clarity or consciousness within this cohort of students regarding the true influence of guidance and counselling on their academic conduct. The observed proportion of students (30%) expressing strong disagreement with the role of guidance and counselling is a matter of concern. This finding implies the possibility of dissatisfaction or a lack of alignment between the counselling services provided and the perceived needs of the students. This particular group of students may have encountered counselling services that were ineffective or faced limited access to sufficient support, resulting in their bad perceptions. The range of responses could potentially be influenced by multiple factors. One probable rationale for the favourable perception observed in 45% of the participants may be attributed to the existence of effective and nurturing guidance and counselling initiatives within the institution. Students who have derived advantages from these services may have encountered enhancements in their academic performance, thereby resulting in a strong inclination towards agreeing with their efficacy.

Equally, it is reasonable that individuals belonging to the undecided and strongly disagreeing cohorts may have encountered various obstacles or impediments when attempting to avail themselves of counselling services. Additionally, it is possible that certain students may not possess a complete understanding of the profound influence that counselling can have on their behaviour and academic performance, resulting in their uncertain and hesitant reactions.

The range of challenges presented previously have the potential to influence the process of shaping students' behaviour. Of the challenges identified, student attitudes were found to be the predominant concern, as indicated by the highest frequency of mentions by participants (24 occurrences). This highlights the significant impact of attitudes on shaping student behaviour. Favourable attitudes are more prone to stimulate favourable behaviour, whereas unfavourable attitudes can contribute to problematic conduct. Hence, it is imperative for educators and educational institutions to acknowledge and rectify negative attitudes while fostering positive ones in order to promote improved student conduct.

The participants highlighted a significant challenge, which was the restricted availability of student access, as mentioned on seven occasions. This discovery implies that there may exist challenges in efficiently accessing or involving students, potentially hindering endeavours to effectively influence their behaviour. It is imperative for educators and educational institutions to investigate strategies for improving student access and engagement in order to address this challenge. The participants identified familial issues as potential barriers that could impact students' behaviour and academic performance, with four individuals acknowledging this factor. Family-related challenges can have a substantial influence on a student's behaviour, thereby necessitating the implementation of supportive measures by educational institutions to effectively address these issues.

The issue of communication barriers was identified as a concern by four participants. Establishing effective communication channels between students and educators is crucial for comprehending and addressing behavioural issues. Enhancing communication strategies within educational settings has the potential to cultivate enhanced comprehension, trust, and collaboration between students and educators, thereby potentially resulting in enriched student conduct.

In addition, a participant highlighted the insufficiency of existing facilities as a notable barrier. The absence of adequate resources or insufficient infrastructure can impede the establishment of a conducive learning environment and the fostering of positive student behaviour. It is crucial for educational institutions to allocate resources towards the provision of sufficient amenities in order to establish an environment that promotes positive behaviour.

Implications of the findings to Research and Practice

A significant majority of participants strongly agreed that the classroom environment promotes mutual respect and inclusivity. This suggests that creating an inclusive and respectful classroom atmosphere positively affects student behaviour and, potentially, their academic performance. Despite a notable proportion expressing strong disagreement regarding the positive impact of classroom management on student behaviour, a majority still agreed that effective classroom management contributes to academic performance. This highlights the importance of addressing any concerns or misconceptions about classroom management. Classroom rules are not

consistently enforced according to the responses. This suggests that there may be room for improvement in ensuring consistent enforcement of rules, which could contribute to more positive student behaviour and better performance. The importance of student handbook which usually contains these rules should be emphasised and staff should not shy away from reinforcing them.

The majority of respondents strongly agreed that role modelling is important for sustainable academic performance. This underscores the significance of having positive role models within the university community. A substantial proportion agreed that role modelling contributes to sustainable academic performance, indicating that positive behaviours exhibited by role models can have a positive impact on students' actions and outcomes. The findings imply that the university staff, without forgetting parents, should strive to become better role models and in teaching the cases of role models would be beneficial to students.

The positive impact of student guidance and counselling services on behaviour was acknowledged by a significant portion of respondents, indicating the potential for these services to influence student actions and attitudes. The relationship between guidance and counselling services and sustainable academic performance needs further attention, as only a moderate proportion agreed that such services contributed to their academic success. It would probably be important to do a monitoring and evaluation of guidance and counselling services offered by the University to the students.

The students' attitudes were identified as a major challenge faced by staff members in shaping students' behaviours. Addressing and managing negative attitudes could significantly contribute to a more conducive learning environment and better outcomes. Lack of access to students was another challenge, indicating the importance of fostering meaningful ethical professional interactions between students and staff to positively influence student behaviour. Communication barriers and family issues were also highlighted as challenges, emphasizing the need for effective communication strategies and support mechanisms to address these issues.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The participants like in previous studies agreed that the classroom management has effects on students' behaviours. However, the results also indicated that the existing strategies for managing classrooms were not being efficiently implemented.

The students reported a lack of enough role models to exert influence on their behaviours and academic performance, thereby impacting their holistic development and achievement within the educational setting.

The results showed that guidance and counselling were not effective in addressing students' behaviours for sustainable academic performance.

From the results the most striking challenge faced by the staff in shaping the behaviour of undergraduate students for sustainable academic performance was the negative attitudes of the students towards behaviour change and sustainable academic performance. This was followed by Lack of access to students.

Recommendations

Classroom management needs to be improved mainly by conducting regular classroom observations and providing constructive feedback to students, to implement a system of positive behaviour reinforcement to encourage students to exhibit appropriate behaviours and fostering open communication and collaboration with parents to address behaviour issues effectively.

To address the reported lack of sufficient role models, staff need to be aware that students need them as role models in their day-to-day interactions in the academic setting. A practical recommendation could be the institution to collaborate with alumni networks, and experienced educators to identify individuals with a track record of academic and personal success who can serve as positive role models for the students.

Guidance and counselling services to students need to be improved. Staff-student relationships should be enhanced to foster academic engagement and cultivating positive behaviours. The institution should allocate resources towards the implementation of staff training initiatives that prioritize the development of effective communication skills, the comprehension of students' unique requirements, and the provision of constructive feedback to cultivate an environment conducive to learning that is supportive and nurturing.

To modify the behaviour particular attention needs to be paid on the attitudes of students. And also, staff need more access to students. This could be implemented by encouraging open dialogue and creating a safe space for students to voice their concerns and thoughts to encourage positive attitudes. Similarly involving students in the development and implementation of initiatives related to behaviour change and academic achievement. By seeking their input and involving them in decision-making processes, they will increase ownership and engagement in the initiatives.

Recommendations for further research

Further research could be conducted on the factors causing lack of sufficient role models in the academic institutions. Reasons of ineffectiveness of guidance and counselling services in academic institutions could also be investigated. Further, there is a need to do research involving more departments and postgraduate students.

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