

# *Navigating Academic Success: Implementing Discipline Management Strategies in Muhanga District, Rwanda*

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**Abstract** – This research explored the influence of discipline management approaches on the academic achievements of secondary school students in Muhanga, Rwanda. Employing a descriptive research design, the study involved 17,973 participants, from whom a random sample of 392 was selected. Data collection relied on questionnaires and interviews, with analysis conducted using SPSS version 22.0. The study identified various classroom control tactics such as regulating movement, monitoring attendance, and establishing permission protocols. It also highlighted deficiencies in enforcing school rules, organizing class activities, and ensuring uniform adherence. While role modeling strategies were inconsistently applied, teachers often fell short in demonstrating behavior like punctuality and fostering student engagement. Negative reinforcement was prevalent, overshadowing the neglect of positive reinforcement. The research revealed significant positive correlations between discipline management methods and academic performance. Recommendations include enhancing teachers' role modeling, attire, and behavior, with support from head teachers through training and budget allocation for effective discipline management. The study emphasizes the pivotal role of discipline management in improving academic outcomes for secondary school students.

**Keywords** – Discipline Management, Schools' Strategies, Academic Performance.

## I. INTRODUCTION

In the pursuit of academic excellence, the importance of discipline management strategies cannot be overstated, particularly within the educational context of Muhanga District, Rwanda, where creating favourable learning environments is essential for student achievement (Usman & Madudili, 2019). This introduction seeks to explore the significance of implementing efficient discipline management strategies to navigate academic success within the unique setting of Muhanga District. Situated in the heart of Rwanda, Muhanga District reflects both the educational challenges and successes of the nation. As Rwanda progresses economically and socially, the significance of a strong education system becomes increasingly evident. Education serves as a cornerstone for national advancement, fostering individual empowerment, socio-economic progress, and overall societal welfare (Hübel et al., 2023). Within this context, students' academic performance serves as a crucial gauge of the effectiveness of educational policies and practices (Alam & Mohanty, 2022). However, the path to academic success is riddled with obstacles, many of which relate to discipline management issues. Effective discipline management entails a comprehensive approach that not only addresses behavioural issues but also cultivates a positive learning atmosphere conducive to academic success (Darling-Hammond & Cook-Harvey, 2018). In Muhanga District, similar to educational environments worldwide, maintaining discipline presents an ongoing challenge, influenced by socio-economic factors, cultural dynamics, and institutional limitations.

In this context, this study sets out to explore discipline management strategies and their influence on students' academic performance in Muhanga District. By investigating how disciplinary methods, educational achievements, and district-specific factors intersect, this research aims to uncover effective approaches for promoting academic success. This introduction lays the groundwork for a thorough examination of discipline management strategies in Muhanga District, Rwanda, highlighting the necessity for tailored interventions that not only address disciplinary issues but also cultivate an environment conducive to comprehensive student growth and academic excellence (BERITETO, 2022). Through both empirical analysis and qualitative insights, this study intends to contribute to the ongoing conversation surrounding educational reform and enhancement, with the ultimate goal of empowering students and improving the educational landscape of Muhanga District and beyond (Wang et al., 2023).

### **Problem statement**

Despite acknowledging the pivotal role of discipline management strategies in fostering academic achievement, Muhanga District, Rwanda, confronts persistent obstacles in effectively putting such strategies into practice. While recognizing the significance of maintaining discipline in educational environments, the district encounters various hindrances that impede the successful adoption and implementation of these strategies. Consequently, these impediments lead to disturbances in the learning atmosphere, negatively affecting students' academic advancement and overall educational results. The core issue revolves around addressing the deficiencies in discipline management strategies within schools in Muhanga District. Despite endeavors to uphold discipline and organization, schools continue to wrestle with challenges such as student misbehaviour, disruptions in classrooms, and inadequate systems for managing behavior. Additionally, contextual factors specific to Muhanga District, including socio-economic inequalities, cultural norms, and limitations in resources, compound the difficulties associated with implementing effective discipline management strategies.

This study aims to address the following key issues:

1. To investigate the discipline management approaches utilized in secondary schools within the Muhanga region.
2. To assess the Students' Academic Performance in Secondary Schools in Muhanga District.
3. To determine the correlation between discipline management techniques and academic achievement among students in secondary schools situated in Muhanga District.

By delineating these issues, this study endeavors to provide insights into the underlying problems surrounding discipline management in Muhanga District and propose recommendations for enhancing the implementation of effective strategies to support academic success and foster a conducive learning environment for all students.

## **II.LITERATURE REVIEW**

The literature review on "Navigating Academic Success: Implementing Discipline Management Strategies in Muhanga District, Rwanda" examines existing research and scholarly discourse surrounding discipline management within the unique educational context of Muhanga District. It explores theoretical frameworks, empirical studies, and case analyses to understand the challenges and strategies associated with fostering discipline and academic success. By synthesizing findings from global perspectives and localized studies, the review highlights the complexities of discipline management in Rwandan schools, considering socio-cultural dynamics, community engagement, and resource constraints (Ngonge, 2020). This review aims to inform evidence-based practices and interventions tailored to Muhanga District, providing a foundational understanding of effective discipline management strategies crucial for navigating academic success in the region.

### **2.1. Concept of discipline**

Traditionally, discipline in school administration meant punishment which is pain and fear (Kupchik, 2010). To some discipline can connote something negative as obeying orders blindly, kneeling, doing manual work, fetching firewood and water for teachers and parents, caning, and other forms of punishment (Mussa, 2015). He went on explaining this as physical discipline that leads to threatening condemnation to a child. Indeed, discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one who knows his /her rights and his/her obligations to their community (Barker & Cheney, 1994). This means that the individual must be trained to have self-control, respect, obedience, and good manners (Simeon & Nnaa, 2020) .

## **2.2. Types of discipline**

This study focused solely on two categories of discipline: positive and negative discipline, as outlined by (Simeon & Nnaa, 2020). Positive discipline, also referred to as self-discipline, emanates from intrinsic motivations and aspirations within an individual, devoid of fear (Mabea, 2013). He associates positive discipline with preventive measures, offering rewards to encourage adherence to a set of principles and objectives.

On the other hand, negative discipline arises when individuals comply with orders blindly or without rationale. They may feign obedience or appropriate behavior in the presence of authority figures but behave differently when unsupervised (Tibo, 2020). For instance, a teacher might exhibit exemplary conduct in front of their principal, possibly in pursuit of advancement opportunities or other benefits. Similarly, students may exhibit good behavior while their teachers are present but engage in mischievous activities once they are out of sight.

## **2.3. Students' indiscipline on academic performance**

Discipline in schools is essential for effective learning, good teacher relationship, and peer adjustment (Wentzel et al., 2014). A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge (Edwards, 2011). He emphasized that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic Performance. He further asserted that if educators are exemplary know their work and understand the learners, then the learners will be in a good position to achieve academically.

Furthermore, discipline involves all stakeholders, programs as well as personality, and school climate (Winkler et al., 2017). He went on to assert that if there is no proper family environment social differences and learners are from disadvantaged social areas; this could lead to bad discipline and negative academic results. However, if the family background is not good, different social classes are present in the school, the school is located in a socially disadvantaged area and there is a bad influence of peer groups it will hurt discipline so academic performance will also be negatively affected. The schools also need to provide vital support services through guidance and counseling to instill in students a sense of responsibility and curb incidences of ugly and destabilizing student indiscipline in schools (Njoroge & Nyabuto, 2014). They went explaining that where there is disobedience, it is expected that the necessary disciplinary measures will be taken according to the laid-down regulations. School discipline is a powerful emotive subject since it is one of the main determinants of students' success in their academic work, and it is an issue that has generated public concern (Khuluse, 2009).

## **2.4. Some of the factors contributing to indiscipline**

Various views have been given regarding the cause of indiscipline. Indiscipline has causes that exist in the school, in the society, and the psychological states of the students (Ali et al., 2014).

### *2.4.1. Family and Parenting Issues*

Some children at schools can be disruptive because they have been subject to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties (Maughan & McCarthy, 1997). In addition, they said that school failure and behaviour problems that may have their origin in home background are strongly associated.

Moreover, (Gherasim, 2013) reported some social factors in the life of a child that may positively or negatively influence his/her behaviour. He mentioned family break-ups, poverty, stressful lives, and substance abuse. These negatively affect the overall social well-being of the student and therefore affect the discipline outcomes at home and in school.

### *2.4.2. Societal Influence*

Modern society is becoming more indiscipline, with enhanced lawlessness, violence, and permissiveness (User, 2018). He then asserts that indiscipline is a cancer in many schools and can be attributed to negative internal and external influences, which cause students to lack a sense of direction and a sense of purpose. According to him what has been given to teenagers is immorality, pornography, violence, and more violence.

### 2.4.3. School Environment

Schools without planning, or not ready for classroom activities and management, which has to do with controlling students' behaviour give learners a chance to misbehave and may find difficulty in responding to disruptive behaviour (Emmer & Gerwels, 2013).

### 2.4.4. Negative Peer Pressure

Peer pressure among learners is a strong factor in the disruptive behaviour of learners (Chimwamurombe, 2011). He draws our attention to attention-seeking behaviour which sometimes is accompanied by inappropriate or bad language or swearing. Furthermore, peer pressure, drugs, breakdown of family and social values, and hopelessness contribute greatly to indiscipline in schools (Njoroge & Nyabuto, 2014).

## 2.5. Relationship between Indiscipline and Academic Performance

The problem of indiscipline in schools is not unique to Rwanda. It is a global issue of great concern, spanning political, economic, geographical, racial, and even gender boundaries (Russell & Carter, 2019). There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Dukmak & Ishtaiwa, 2015), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline. (Njoroge & Nyabuto, 2014), in their research study on student unrest and indiscipline reported that discipline is considered vital for students' academic and social success. They finally demonstrated that a good academic qualification without a good foundation of the discipline of the individuals is of no use to individuals, their families, and society.

## 2.6. Major Challenges in dealing with indiscipline secondary schools in Rwanda

According to (Waithaka, 2017), the reintroduction of caning was ruled out which certainly limits teachers' full participation in disciplining students. For him, students/pupils are not allowed to be caned by teachers which has discouraged teachers from confronting the vice of rampant indiscipline in secondary schools. Moreover, the large number of learners that teachers have to deal with in one classroom is a daunting and intimidating prospect. People who take an interest in the education of children are aware of this problem. Teachers agree that once the class size rises above 35, it is impossible to maintain discipline, or even an acceptable low noise in the classroom (Marzano et al., 2003).

## 2.7. Possible Strategies for Improving Discipline in Secondary Schools

Different approaches can be used to deal with indiscipline cases in the secondary schools as detailed by (Ali et al., 2014). These involve the parents, teachers the school administration and the pupils themselves.

### 2.7.1. Classroom Control

Disruptive students in the classroom have long been a problem (Njoroge & Nyabuto, 2014). Fontana writes about classroom control and strategies for guiding and reshaping problem behaviours. He refers to attempts made in the USA and in the UK to improve behaviour. The suggestion of a behaviour modification approach takes its starting point from the recognition that the acceptable behaviour tends to be rewarded while those types of behaviour that receive no reward tend to be eliminated. (Njoroge & Nyabuto, 2014) write about the cognitive approach to the problem of disruptive behaviour. They explained that cognitive approach deals with the question of motivation, interest, and life goals. If levels of motivation and interest are high, then learning takes place more readily. Although individuals may vary, in most cases where children are allowed or given chance to manage themselves by, for example, choosing own leaders to monitor noise levels and task completion, they will behave better.

The code of conduct of a school can maintain or improve an existing positive learning situation. It can, if rules and regulations included are enforced by school authorities and complied with by learners, reduce the task of using tough disciplinary actions or measures against misbehaving learners (Mlalazi et al., 2016).

### 2.7.2. Role Modeling

Generally, parents and teachers should reinforce behaviour that are compatible with any desirable behaviour in children through being exemplary (Greer, 2002). He insisted on behaviour that is consistent with what students expect from adults. Normally, students or children expect from adults a type of behaviour that is characterized by good manners and a helping hand to others. (Mulayana & Sukarlina, 2020), agree that a teacher should at all times be exemplary in being responsible and committed to people around him or her. This is based on the fact that learners or children in general, worship their heroes and imitate those whom they appreciate and admire. A teacher who approaches his class with honesty, trustworthiness and being exemplary will in turn be received with warmth and eagerness by learners. In such situations, learners will not be rebellious (Njoroge & Nyabuto, 2014).

### 2.8. Punishment administration and Students' academic performance

Punishment is essential in schools to uphold rules and regulations, achieved through methods like reprimands, verbal scolding, and withdrawal of privileges (Amoah et al., 2015). These measures aim to ensure student compliance under teacher supervision. While punishment is crucial for discipline, caution is urged, especially regarding corporal punishment, due to its potential for physical harm. Research indicates that children subjected to corporal punishment may develop aggressive behavior and accept violence in relationships (Li et al., 2021). They argued that punishment can effectively address misbehavior and enhance school order if it matches the offense and is perceived as fair by students. In summary, punishment is vital for discipline in schools, but its use, especially corporal punishment, should be carefully considered to avoid negative consequences. Effective punishment should be proportional, fair, and perceived as just by students to maintain compliance and order in educational settings (Way, 2011).

## III.METHODOLOGY

In this study, researchers utilized a combination of quantitative and qualitative methodologies to gather data. They employed questionnaires primarily for quantitative data collection, whereas interviews, observations, and document analysis were employed to gather qualitative data.

### 3.1. Target Population

Target population refers to the group of people to whom the results of a research should apply (Stuart et al., 2015).The target population for this study was 17150 students, 763 Teachers and 60 head teachers totaling to 17973 respondents in secondary schools in Muhanga District.

### 3.2. Sample Design

The research was carried out in six public secondary schools of Muhanga District. This area was chosen because it has overall public secondary schools with both boys and girls from different areas.

### 3.3. Sample Size

According to the method used by (Serlin, 1987), formula to determine the population is enough to generalize the result. In this study, it was used as follow:

$$n = \frac{N}{1 + Ne^2} = \frac{17973}{1 + 17973(0.05)^2} = 391$$

Where n = sample size, N is the total population, and e is the margin of error selected at 5%.

After substitution, 391 participants were included in the study.

The number of Schools sampled from the target population is determined by the 10% method for a big population as suggested by (Levy & Lemeshow, 2013).

$$10*60/100 = 6 \text{ Schools.}$$

Table 3. 1. The population of the study

	Population	Sample Size	Sampling Techniques
Teachers	763	17	Simple Random
Students	17150	373	Simple Random
Head teachers	60	2	Simple Random
<b>Total</b>	<b>17973</b>	<b>392</b>	

Source: Muhanga District Education Office, 2017

According to Table 3.1, out of 763 teachers, 17 were included, from 17150 students, 373 and 2 head teachers from 60.

### 3.4. Data Collection and Analysis

Data collection utilized questionnaires and interview guides.

The data were analysed using descriptive statistics, encompassing frequency counts and percentages, along with inferential statistics such as regression analysis. Statistical Package for the Social Sciences (SPSS) software version 22.0 facilitated this analysis.

## IV. PRESENTATION OF FINDINGS

This chapter presents the results of the research, starting with an overview of the response rate and additional demographic characteristics, followed by an exploration of each specific objective of the study.

### 4.1. Demographic characteristics

#### 4.1.1. Response rate

Table 4.1. shows the response rate of this study with the percentage of the questionnaire returned.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students	373	97.9	97.9	97.9
	Teachers	6	1.6	1.6	99.5
	Head teachers	2	.5	.5	100.0
	Total	381	100.0	100.0	

Source: primary data

According to Table 4.1 373 students participated and their composition was 97.9% of the entire sample population. This gives 100% response from students while only six teachers out of the 17 returned their questionnaires and all the two (100%) of the head teachers responded. Overall the response rate was 97.2%. This is a high rate and their response was considered reliable for the study.

#### 4.1.2. Distribution of respondents by Gender

Table 4.2. Presents the distribution of respondents by their gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	188	49.3	49.3	49.3
	Female	193	50.7	50.7	100.0
	Total	381	100.0	100.0	

Source: primary data



Accordingly, Table 4.2 shows that male respondents were 188 (49.3%) while the females were 193(50.7%). The females were more than the males though the difference was minimal implying a normal distribution of the respondents by gender.

4.1.3. *Distribution of respondents by age*

Table 4. 1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 15 years	148	38.8	38.8	38.8
	16-20 years	213	55.9	55.9	94.8
	above 20 years	12	3.1	3.1	97.9
	below 30 years	2	.5	.5	98.4
	30-50 years	6	1.6	1.6	100.0
	Total	381	100.0	100.0	

Source: Primary data

According to Table 4.3, 148 (38.8%) of the respondents were students below 15 years, 213(55.9%) students between 16-20 years and only 12 (3.1%) above 30 years. From the teachers and head teachers, two (0.5%) were below 30 years while six (1.6%) were between 30 to 50 years of age. The findings show that majority of the students were of age 16-20 while teachers and head teachers were between 30-50 years. This composition implies that the students were mature youths who were winding up the adolescents’ stage and were intractable. With the presence of mature adult teachers’ classroom management was possible.

4.1.4. *Distribution of respondents by educational level*

Table 4. 2. Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	123	32.3	32.3	32.3
	S2	166	43.6	43.6	75.9
	S4	84	22.0	22.0	97.9
	Bachelor	6	1.6	1.6	99.5
	Master	2	.5	.5	100.0
	Total	381	100.0	100.0	

Source: primary data

According to Table 4.4, 123(32.3%) of the respondents were students of S1, 166(43.6%) students in S2 and 84(22.0%) students from S4. By far the majority were from S2 implying they were familiar enough with the teachers and the school environment given their two-year study in the school. The response from the majority group was considered authentic therefore for this study. From the teachers, six (1.6) had bachelors and two (0.5%) masters. The teachers were qualified and competent enough to manage their classrooms and provide a conducive, ethical and professional atmosphere for good performance.

**4.2. Discipline management strategies employed in Secondary Schools in Muhanga District, Rwanda.**

The discipline management strategies employed were examined under classroom control strategies, role models, and positive-negative reinforcement strategies. The respondents were asked questions that required them to respond by rating their opinions on a five-level scale namely; Strongly Agree (SA) = 5 points, agree (A) = 4 points, Uncertain (UC) = 3, Disagree (D) = 2 and Strongly disagree (SD) = 1. This coding was used throughout the remaining session in this report for a clear presentation of Tables.

4.2.1. Classroom control strategies

All respondents answered the questions in Table 4.5 that aimed at measuring the classroom control strategies.

Table 4. 3. Classroom Control

Teachers	SD		D		UC		A		SA		Total		
	N	N %	N	N %	N	N %	N	N %	N	N %	N	Mean	Sd
Ensure that students arrive in class in time	0	0.0%	22	5.8%	19	5.0%	84	22.0%	256	67.2%	381	4.5	.8
Teachers ensure that students have a copy of school rules and regulation	83	21.8%	18	4.7%	60	15.7%	78	20.5%	142	37.3%	381	3.5	1.5
Teachers are strict on students' permission before leaving class	6	1.6%	6	1.6%	7	1.9%	26	6.9%	330	88.0%	375	4.8	.7
Teachers ensure that students do all class activities.	41	10.8%	54	14.2%	147	38.6%	63	16.5%	76	19.9%	381	3.2	1.2
Teachers ensure students wear school uniform	12	3.2%	67	17.9%	50	13.3%	95	25.3%	151	40.3%	375	3.8	1.2
Teachers reserve time to counsel students	78	20.8%	36	9.6%	74	19.7%	72	19.2%	115	30.7%	375	3.3	1.5
Teachers take class roll calls routinely	13	3.5%	48	13.0%	19	5.1%	68	18.4%	221	59.9%	369	4.2	1.2
Teachers control students' classroom movements	12	3.1%	22	5.8%	24	6.3%	34	8.9%	283	74.3%	381	5.1	5.2

Source: Primary data

According to Table 4.5, 256 (67.2%), mean = 4.5, Sd = 0.8 strongly agreed that teachers ensured that students arrived in time, 330(88.0%), mean = 4.8, Sd = 1.5 that teachers are strict on students acquired permission before leaving class, 221 (59.9%), mean = 4.2, Sd = 1.2 that routine classroom roll calling was ensured and according to 283(74.3), mean = 5.1, Sd = 5.2 that teacher controlled student's classroom movement.

It was uncertain whether teachers gave students a copy of school rules and regulations (Mean = 3.5), ensured that students did all class activities, students wore school uniforms, and reserved time to counsel students.

The findings show that there were classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class, and acquiring permission before leaving the classroom. However, weakness was observed in providing a copy of school rules and regulations, ensuring class activities were done, worse school uniforms, or providing counselling by teachers to their students.



4.2.2. Role modelling strategies

Table 4. 4. Role model

	SD		D		UC		A		SA		Total		
	N	N %	N	N %	N	N %	N	N %	N	N %	N	MeanSd	
Teachers dress smartly while in the classroom	115	30.2%	54	14.2%	78	20.5%	43	11.3%	91	23.9%	381	2.8	1.5
Teachers are punctual in attending their lessons to students	54	14.2%	36	9.4%	96	25.2%	59	15.5%	136	35.7%	381	3.5	1.4
In this school teachers adequately prepare and deliver their lessons	36	9.4%	19	5.0%	32	8.4%	50	13.1%	244	64.0%	381	4.2	1.3
Teachers respect students during lessons by listening to their concerns.	41	10.8%	24	6.3%	61	16.0%	73	19.2%	182	47.8%	381	3.9	1.4
Classroom Teachers in this school conduct meetings with students periodically.	60	15.7%	6	1.6%	184	47.7%	31	8.1%	266	69.8%	381	4.1	1.5

Source: Primary data

According to Table 4.6, 244 (64.0%), mean = 4.2, Sd = 1.3 strongly agreed that teachers adequately prepared and delivered their lessons, and according to 266(69.8%) conducted meetings with students periodically. According to 115(30.2%), mean = 2.8, Sd = 1.5, the teachers did not dress smartly while in the classroom and it was not certain whether teachers were punctual in attending to their lessons (mean = 3.5, Sd = 1.4) or respected students during lessons by listening to their concerns (mean = 3.9, Sd = 1.4).

From the findings, role modeling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with students. However, teachers failed to lead by example in many areas like dressing smartly, attending lessons on time, and respect of students by listening to their concerns. Therefore, this strategy was weakly implemented in the schools by the teachers.

4.2.3. Positive and negative reinforcement

Table 4. 5. Positive and negative reinforcement

	SD		D		UC		A		SA		Total		
	N	N %	N	N %	N	N %	N	N %	N	N %	N	Mean	Sd
In this school indiscipline students are punished publically	43	11.3%	4	1.0%	36	9.4%	44	11.5%	254	66.7%	381	4.2	1.3
In this school indiscipline students are caned openly	50	13.1%	0	0.0%	20	5.2%	108	28.3%	203	53.3%	381	4.1	1.3
Teachers in this school publically discourage and criticize indiscipline whenever it occurs	61	16.0%	72	18.9%	74	19.4%	66	17.3%	108	28.3%	381	3.2	1.4
Defiant students in a classroom are punished	87	23.2%	67	17.9%	48	12.8%	73	19.5%	94	25.1%	375	3.1	1.6
Our classroom has a disciplinary team of students	48	12.6%	28	7.3%	74	19.4%	49	12.9%	182	47.8%	381	3.8	1.4

Source: Primary data

Table 4.7, it was found that 254 respondents (66.7%) strongly agreed that students displaying indiscipline were publicly punished, with a mean of 4.2 and a standard deviation (Sd) of 1.3. Additionally, 203 respondents (53.3%) indicated a strong agreement (mean = 4.1, Sd = 1.3) regarding the open use of corporal punishment for indiscipline. However, there was uncertainty regarding public criticism for indiscipline (mean = 3.2, Sd = 1.4) and the punishment of defiant students in classrooms (mean = 3.1, Sd = 1.6), while a moderate agreement was observed regarding the presence of a disciplinary team in classrooms (mean = 3.8, Sd = 1.4).

As far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the school by the teachers. Public punishment and canning of wrong doers was practiced with little deterring practices such as public denunciation of certain behaviour like defiance or by means of public criticism and discouragement.

**4.3. Students’ Academic Performance in Secondary Schools in Muhanga District.**

National examination, tests grades, and homework grades were assessed to indicate academic performance with both qualitative as well as quantitative examination of the aspects performed.

*4.3.1. Performance in homework*

Table 4. 6. Are you satisfied with the homework performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	360	94.5	94.5	94.5
	No	20	5.2	5.2	99.7
	14	1	.3	.3	100.0
	Total	381	100.0	100.0	

Source: Primary data

According to Table 4.8 360 (94.5%) were satisfied with the performance in homework while the remaining 20(5.2%) were not. This response was both from teachers and students and clearly shows high level of satisfaction with homework performance. Table 4.9 shows the average scores on homework, test grades and National examination grades for S3 in the three years.

Table 4. 7. Scores of Students in Homework, tests and National exams

Year	Test Grade	National Exams	Homework	Average	Trend
2018	86.727	86.715	69.932	81.1246667	1.500333
2019	85.818	86.252	75.805	82.625	3.007
2021	86.46	86.58	83.856	85.632	-1.252
2022	86.673	86.086	80.381	84.38	-0.94
Average	86.419	86.408	77.493	83.44	

Source: School reports

Table 4.9 shows that in 2013, the average test grade for the six schools was 86.7, homework was 69.9%, and at national level, it was 86.7%. In 2013 homework was performed poorly as compared to the other assessments. In 2014 test grade scores declined to 85.8%, homework increased to 75.8% and national exams remained at 86%. In 2015 test grades increased to 86.5%, homework increased to 84% while national exams remained at 86%. In 2016 national exams did not change, test grades too remained the same while homework declined to 80.4%. On analyzing the trend, from 2013 to 2014, the general performance increased by 1.5% then declined continuously from 2015 and 2016. The respondents were asked how often they gave homework or received one, the findings are presented in Table 4.10.

Table 4. 10. How often do you give homework?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	266	69.8	70.2	70.2
	Once a week	65	17.1	17.2	87.3
	Never	48	12.6	12.7	100.0
	Total	379	99.5	100.0	
Missing	System	2	.5		
Total		381	100.0		

Source: Primary data

According to Table 4.10, 266(69.8%) gave or received homework every day, 65(17.1%) did it once a week, and 48(12.6%) never gave it at all. The majority response therefore shows that homework was given daily.

Table 4. 8 Correlations

		Classroom Control	Role Model	Performance
Classroom Control	Pearson Correlation	1	.328**	.308**
	Sig. (2-tailed)		.000	.000
	N	373	373	373
Role Model	Pearson Correlation	.328**	1	.430**
	Sig. (2-tailed)	.000		.000
	N	373	373	373
Positive and Negative Reinforcement	Pearson Correlation	.308**	.430**	.423
	Sig. (2-tailed)	.000	.000	.000
	N	373	373	373

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data

Table 4.11, the correlation between classroom control and academic performance produced Pearson correlation coefficient  $r = 0.308$  and  $p = 0.000$ , between role model and academic performance, was  $0.430$ ,  $p = 0.000$  and between positive- negative reinforcement was  $r = 0.423$ ,  $p = 0.000$ . This shows that the relationships were all positive and statistically significant. Each of these elements significantly increases the academic performance of the students when they are improved. Shows that punishment in schools instil discipline and is melted on student who violates the agreed rules and regulations in schools. This allows learning to occur while role modeling gives students a good example to imitate with appropriate class control strategies like providing rules, and academic improvement.

## V.SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1. Discipline management strategies employed in Secondary Schools in Muhanga District.

According to mean = 4.5, Sd = 0.8 respondents strongly agreed that teachers ensured that students arrived on time, mean = 4.8, Sd = 1.5 that teachers were strict on students acquired permission before leaving class, mean = 4.2, Sd = 1.2 that routine classroom roll calling was ensured and mean = 5.1, Sd = 5.2 that teacher-controlled student’s classroom movement. It was uncertain whether teachers gave students a copy of school rules and regulations (Mean = 3.5), ensured that students did all class activities, students wore school uniforms, and reserved time to counsel students.

The findings show that there were classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class, and acquiring permission before leaving the classroom. However, weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, wore school uniforms or provided counselling by teachers to their students.

According to mean = 4.2, Sd = 1.3 who strongly agreed, teachers adequately prepared and delivered their lessons and to 266(69.8%) conducted meetings with students periodically. According to mean = 2.8, Sd = 1.5, the teachers did not dress smartly while in classroom and it was not certain whether teachers were punctual in attending to their lessons (mean = 3.5, Sd = 1.4) or respected students during lessons by listening to their concerns (mean = 3.9, Sd = 1.4).

From the findings, role modelling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with students. However, teachers failed to lead by example in many areas like dressing smartly, attending lessons in time and respect of students by listening to their concerns. Therefore, this strategy was weakly implemented in the schools by the teachers.

According to mean = 4.2, Sd = 1.3 who strongly agreed, indiscipline students were punished publicly and mean = 4.1, Sd = 1.3 indiscipline students were caned openly. It was however uncertain whether there was a public discouragement and criticism of indiscipline whenever it occurred (mean = 3.2, Sd = 1.4), if defiant students in classroom were punished (mean = 3.1, Sd = 1.6) though a moderate agreement was observed about classroom had a disciplinary team (mean = 3.8, Sd = 1.4).

As far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the school by the teachers. Public punishment and canning of wrong doers were practiced with little deterring practices such as public denunciation of certain behaviour like defiance or by means of public criticism and discouragement.

## **5.2. Students' Academic Performance in Secondary Schools in Muhanga District.**

According to 94.5% were satisfied with the performance in homework while the remaining 20(5.2%) were not. This response was both from teachers and students and clearly shows high level of satisfaction with homework performance. In 2013, average test grade for the six schools was 86.7, home work was 69.9% and at national level it was 86.7%. In 2013 homework was performed poorly as compared to the other assessments. In 2014 test grade scores declined to 85.8%, homework increased to 75.8% and national exams remained at 86%. In 2015 test grades increased to 86.5%, homework increased to 84% while national exams remained at 86%. In 2016 national exams did not change, test grades too remained the same while homework declined to 80.4%. In analyzing the trend, from 2013 to 2014, the general performance increased by 1.5% then declined continuously from 2015 and 2016.

### **5.1.3 Relationship between discipline management and academic performance of students.**

According to the findings, the correlation between classroom control and academic performance produced Pearson correlation coefficient  $r = 0.308$  and  $p = 0.000$ , between role model and academic performance was  $0.430$ ,  $p = 0.000$  and between positive-negative reinforcement was  $r = 0.423$ ,  $p = 0.000$ . This shows that the relationships were all positive and statistically significant. Each of these elements significantly increase academic performance of the students when they are improved.

## **5.3. Conclusion**

The findings show that there were classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom. However, weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, worse school uniforms or provided counselling by teachers to their students. From the findings, role modelling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with students. However, teachers failed to lead by example in many areas like dressing smartly, attending lessons in time and respect of students by listening to their concerns.

Therefore, this strategy was weakly implemented in the schools by the teachers. And as far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the school by the teachers. Public punishment and canning of wrong doers were practiced with little deterring practices such as public denunciation of certain behaviour like defiance or by means of public criticism and discouragement.

The academic performance of the six schools kept declining from 2018 to 2022 consecutively. National exams were fairly stable in performance across the schools however tests and homework were being taken for granted. The relationships were all positive and statistically significant therefore each of these elements significantly increases academic performance of the students when they are improved.

#### **5.4. Recommendation**

The recommendation suggests prioritizing the cultivation of teachers as exemplary figures for their students. This entails emphasizing the importance of teachers presenting themselves neatly and demonstrating conduct and discipline that serve as examples for students. Additionally, head teachers should support teachers in recognizing that effective discipline management is essential for academic success. Allocating budgets for training programs and providing resources to facilitate the implementation of best practices in discipline management is advised.

#### **5.5. Suggestions for further study**

1. Exploring the Influence of Discipline Management on the Academic Achievement of Female Students in Secondary Schools in Rwanda
2. Investigating the Relationship Between Guidance and Counselling Programs and Student Discipline in Secondary Schools"
3. Examining the Effects of Incentive Systems on Student Discipline in Secondary Education Settings"

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