

**EFFECT OF DISCIPLINE MANAGEMENT STRATEGIES ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENT IN NYARUGENGE DISTRICT, RWANDA**

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**ABSTRACT**

The study sought to determine the effect of discipline management strategies on academic performance of secondary school student in Nyarugenge district, Rwanda. The selected school were Alhidayat Islamic institute, Lycee de Kigali, EssiNyamirambo, GS Apace, Camp Kigali School and Saint Andre. The general objective of the study was to investigate the extent at which discipline management strategies contributes on student academic performance in secondary schools of Nyarugenge District. Motivated with the idea of discipline management strategies employed in secondary schools, level of performance of secondary school students, then after correlation between discipline management strategies and academic performance of secondary school students of Nyarugenge district. Through Yamane formula, the target population was 142 and sample size was 105 respondents. The data were collected by using questionnaires, interview guided, observation and documentation. Data were processed and analyzed using software called SPSS. The study revealed that both students and teachers signified positive ideas concerning the exercise of a rule that applies to a place or group related to training administration. Discipline administration plans received greater mean ratings, accompanying a mean of 3.07 for students. Time administration, for both students and teachers was absolutely seen, with mean scores of 2.96 for students and 3.01 for teachers. Students and teachers grasped different ideas concerning the presidency of penalties. While students considered few penalties otherwise, teachers mainly seen the presidency of school penalties positively, accompanying a mean of 3.12. In conditions of students' academic performance, the inquiry results designated that the acting of students in selected schools in Nyarugenge district is mainly good. However, individual sign, "general acting in nationwide exams," taken a lower mean score of 2.70, signifying lower performance. This equated accompanying the results of national exams in O' Level and A' Level, place a majority of students raise into IV and U classifications. A statistically important relationship was noticed middle from two points the presidency of penalties and students' academic depiction, accompanying an equating cooperative of 0.467 and a p-value of 0.001. The study implies that the presidency of penalties in subordinate schools needs revision and endure not upset classes or additional important academic activities. The study investigates also the effect of intervening

variables on students 'academic performance where teacher's qualification, teaching methods and motivation were tested and a positive relationship on students' academic performance was remarked.

**Key words:** Discipline management strategies, students, academic performance.

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## 1. Introduction

The issue of students' discipline in schools was a major concern as highlighted in many national and international education researches and reports. Student discipline referred to the behavior modification for good reason (Zimmerman & Kitsantas, 2014). In fact, student discipline consists of the establishment of rules, regulations for good conduct and to be sure that guidance were effectively implemented. According to Charles (2013), teaching staff is eager to achieve good conduct and discipline for ensuring good conditions in school settings. A number of researchers such as (Odoyo & Simba, 2016) asserted that guidelines related to discipline such as the suspension of students were not able to shift children from bad habits (Ehiane, April 2019). In schools, scholars are assumed to learn public principles and the habits to regulate their conduct, respect towards remainder of something and use their occasion accordingly in consideration of enhance trustworthy citizens (MINEDUC, December 2021). Regarding training facets in Rwandan subordinate schools, this report showed raised misbehavior cases in the way that disrespect, untimely sexuality date, drug abuse, destruction, drunkenness etc (MINEDUC, December 2021). Therefore,

these students' distressing acts has confirmed to affect academic efficiency in many nations containing Rwanda. The cases of unwanted gestation with school adolescents aged 16-19 age were 17500 in Rwanda, most of bureaucracy dropout the school on account of the school weak regimen management approaches (MIGEPROF, 2016).

The current report from Nyarugenge District shows that, not completely 1200 school girls were meaningful in 2016. According to NISR dossier, the allotment of teenagers the one became meaningful raised from 5.7% to 7.2% everywhere in 2018 and from 14% to almost 21% with young women old 19 and under. The study was guided by the following specific objectives namely:

- i. To find out the discipline management strategies employed in Secondary schools in Nyarugenge district;
- ii. To assess the level of students' academic performance in secondary schools of Nyarugenge District
- iii. To evaluate the relationship between discipline management strategies and students' academic performance in Secondary schools in Nyarugenge District

## **2.LITERATURE REVIEW**

### **2.1 Student Discipline**

Throughout the planet, studies on students 'discipline in subordinate schools have proved that two together beneficial and negative enforcement have a meaningful affect the school atmosphere. In this framework, a survey conducted by Omote and others. (2015) discussed that pupil regimen involves the administration and devotion to rules, organizing, and various necessities. Essentially, this idea revolves about stimulating students to deal with a set of directions through understanding in subordinate schools and is thought-out crucial for two together instructors and graduates. However, it is main to note that discipline is frequently regarded as a bridge between those who recognize it and those the one invokes it. Simatwa (2013) argued that guidelines have existed settled at which point education staff, pupils, non-education stick, and administrators concede possibility respect and adhere to regimen by way of of implanting moral values into psychology of humankind (BUNANI, MAY 2019). Fawcett (2013) manifested that punishment is advantageous for both students and teachers as it helps bureaucracy to trail essential measures to enhance their comfort

and lower negative conduct. In this regard, students should accept beneficial progress (KIGGUNDU, AUGUST 2017).

### **2.2. Discipline management strategies**

In many studies conducted by different scholars engaged in teaching and learning activities showed that there are various strategies that maybe adopted by school administrators in consideration of uphold students' regimen and improve their academic performance. Those are for example scene school a rule that applies to a place or group, adopting proper guidance styles, including education shareholders in discipline administration, active administration of penalties, utilizing students' clubs, bestowing extra learning, involving graduates in school administration and counseling and confining among possible choice (MIGEPROF, 2016).

### **2.3 Effects of School discipline onacademic performance.**

Scholastic killing is established on discipline as no review occasion is misused in refusing freak understudies. It gives an advantageous learning environment to understudies in schools. Considering the abovementioned, it is seeming that auxiliary school training endures be kept up accompanying usually. It is just when skilled is excellent discipline that appropriate knowledge maybe expected

to occur and understudies carry out well in evaluations. School distress upsets numbering in this manner cueing unfortunate instructional plan killing. Students' chaos prompts erasure of school property, debility of instructors, bad learned killing, under enlistment, negative finances consequences, failure and inexact mental lasting of the understudies. (Andala,2021).

#### **2.4 The effect of communication between school staff and parents on students' academic performance.**

The guardians and school stick agreement influences kid's scholastic capability however, when the groundwork component of, for instance, friendly class, larger in size and costing less, has been thought-out. Educators will doubtless come to a close following attentive of the job of persons' points of view in approach progress , The kids are accountable have larger literary achievement levels and further developed conduct when kins are operating accompanying their apprenticeship (Rimsha , 2021)In general, paternal school staff agreement is accompanying childs' greater skills in various courses, enrolment in supplementary troublesome projects, more famous academic diligence, better habit of behaving, better mutual talents and difference to school, better partnership and

lower nonconformist rates ( BUNANI, MAY 2019) There are many purposes behind creating school, classification and local district friendships. They can further evolve school projects and school surroundings, present family administrations and support and profit person's talents and expert, and associate families accompanying possible choice in the school and regionally and assist educators accompanying their work. Nonetheless, the fundamental inspiration to form such institutions search out assist young family accompanying dominant in school and in later life (Odoyo& Simba, 2016).

#### **2.5 Punishments and their effect on students' academic performance.**

The exercise of training in schools search out impart punishment and is separated on substitute the one abuses the concurred rules and directions in schools. It is governed to gain a change in essence and thus further developing school training, if equivalent accompanying the displeasure dedicated (MINEDUC, December 2021) However, what we experience recently is that skilled are condition place an substitute who commits an displeasure, can certainly defeat narrowly all's notice., in most auxiliary schools any types of punishments are rude and unnecessary like thrashing in schools

including extreme preserving, delay, expulsion, designating and mutilation (Sibomana& Dr. Hesbon , october 2021). As per Mafabi, and others, (1993) punishments are assumed to implement consistency when understudies are under the concern of educators. This assessment is also joint by Cotton, and others (2000), the one pronounced that Disciplines in an educational whole are presumed to show understudies the relates betwixt their ways of propelling and the result or blame for their join-boosts.

## **2.6. Guidance and counseling services**

Lloyd (2015) stressed that various determinants can drive students to undertake distasteful presence in schools. These determinants include: Living in Dysfunctional Homes: Students emanating flawed offspring atmospheres can struggle with concerned with manner of behaving issues. Hunger and Fatigue: Students the one accompany school on an empty stomach or when they are weary grant permission find it challenging to focus and function suitably. Boredom: Boredom in the homeroom can bring about disruptive demeanor as undergraduates inquire habits to relieve their boredom. Substance Abuse: The use and abuse of drugs can enhance concerned with manner of behaving questions with students.

Family Conflicts and Parents' Separation: Family-accompanying issues to a degree conflicts 'tween persons or the break-up of parents can impact a pupil's presence. Peer Pressure: Pressure from peers to answer sure nature or attitudes can influence a pupil's conduct. Teachers' Authoritarian Nature: Teachers the one select a scrupulous, authoritarian approach may unintentionally help undergraduate conduct. Lack of Commitment by Students: Some scholars may lack inspiration or assurance to their studies, superior to regimen issues. Lloyd (2015) argued that these performances are frequently signs that a scholar is laboring to deal with their environment. Many scientists have urged counseling and enjoining as a principal strategy for reconstructing graduates' training. Kasigwa and others. (2013), in a study conducted in Gulu Municipality, Uganda, establish that schools' contribution counseling and confining aids to students had moderate levels of regimen. The study submitted that school administrators concede possibility engage both individual and group counseling and directing to reinforce learners' training. According to Hayes (2001), group counseling and counseling are direct in talking issues accepted to all juniors, to a degree orientation for new juniors,

school/subject/course selections, test methods, and revision abilities. Group gatherings supply a useful surroundings for students to express their concerns and endure response. On the other hand, individual counseling and admonishing are more suitable for focusing on individual challenges like deal with stress, handling the deficit of a relative, difficulties in particular issues, and additional offspring-connected problems. In these positions, juniors concede possibility not feel wealthy sharing as one scene on account of fear of uncovering. Kasigwa (2013) stressed that both individual and group counseling and cautioning blueprints complement each one and bear be employed established the distinguishing means that stand. Overreliance on one blueprint can bring about disregarding added main aspects of counseling and charging, conceivably providing to student conduct.

## **2.7 Causes of student's indiscipline**

The causes and proofs of scholar misbehavior in schools can indeed change widely contingent upon enlightening, pertaining to society, and local factors. Here, you've given observations from various studies and beginnings, showcasing the complicatedness of the issue. Let's sum up few of the indispensable content emphasize in these excerpts: Lack of Participation in

Rule-Making: One common idea is that when undergraduates and persons are not complicated when setting school, a rule that applies to a place or group, undergraduates can be more inclined resist and break bureaucracy. Communication Gap: Poor ideas betwixt schools and undergraduates can help indiscipline. When undergraduates are not intelligent about the rules or the reasons behind ruling class, it can bring about misunderstandings and rule rapes. Peer Influence: Peer pressure is a significant determinant in junior misbehavior. Students concede possibility engage in causing trouble demeanor to match their peers or to gain friendly agreement. Home Environment: Students facing challenges in their home surroundings, to a degree flawed classifications, classification conflicts, or parental break-up, concede possibility exhibit causing trouble act in school. Basic Needs: Students who achieve settlement starving or weary on account of miscellaneous reasons, including want, concede possibility fight with abstinence. Teacher-Student Relationship: The character of the relationship middle from two points coaches and undergraduates can likewise impact training. Authoritarian teaching styles or a lack of obligation from supervisors can help disciplinary issues.

**Boredom and Substance Abuse:** Boredom, frequently on account of a lack of charming educational program or unfaithful activities, can bring about misdemeanor. Substance abuse, in the way that drug and intoxicating use, is another issue that can infuriate indiscipline. **Cultural Values:** Traditional educational principles and standards can imitate in discipline. In few breeding's, skilled are powerful pertaining to society expectations about submissiveness, humbleness, and respect, that can influence action. **School Leadership:** Effective school leadership, containing the ghost of head lecturers and their difficulty in monitoring and directing supervisors and graduates, can influence punishment and academic conduct. **Geographic Variations:** Indiscipline problems can vary betwixt city and country schools, in addition to between domains or nations, contingent upon differing socio-economic and enlightening determinants. **Types of Indiscipline:** The range of misbehavior issues changes widely and can involve disrespecting rules, drug use, intensity, intercourse offenses, science misuse, and more. It's main for educational organizations to address these fundamental causes and tailor plans to uphold punishment effectively. This concede possibility include supporting a helpful school environment,

advancing ideas betwixt shareholders, providing support for graduates facing challenges, and executing clear and fair corrective measures. Additionally, taking everything in mind enlightening circumstances and regional differences is critical in giving junior indiscipline completely.

## **2.8 Teaching methods and students' academic performance**

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

The study conducted by different researchers indicated that there are different methods that are mostly used such as Teacher-Centered Methods, Student-Centered Method and Teacher-Student Interactive



Method.

### **2.8.1 Teacher-Centered Methods**

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud&Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo& Wong, 2000). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin &Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

### **2.8.2 Student-Centered Method**

With the advent of the concept of discovery learning, many scholars today widely adopt student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment

among students (Hesson& Shad, 2007). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995). The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Slavin, 1996).

### **2.8.3 Teacher-Student Interactive Method**

This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka& Graf, 1978). The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan&Rengarajan, 1999).

## **2.9 Effect of teacher motivation and qualification on student academic performance**

Campbell and Michael (2007) found a significant relationship between pupils' academic performance and motivation of teachers. A study by Orji (2014) in Nigeria found that teacher motivation provides the desire in students to learn as they are encouraged to learn, to express themselves through answering questions, taking part in both individual and group assignments. Student academic performance is also influenced by qualification of teachers. According to Usman (2012), a qualified teacher can be defined as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization. Moreover, Usman quotes the Pakistan Ministry of Education officials who described a qualified teacher as one who possesses knowledge of: the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, code of conduct and skillful use of information communication

technologies. The educators, government, parents and society in general have constantly been interested in the academic achievement of students (Lydia and Nasongo, 2009; Yusuf and Adigun, 2010). According to Adeyemi (2010), teachers play an important role in determining the students' academic achievement. Researchers have never reached a consensus on the specific teacher factors that influence students' academic achievement (Rivkin et al., 2005). Some studies found that teachers' experience and educational qualifications significantly influenced students' academic achievement (Njeru and Orodho, 2003; Ankomah et al., 2005; Ugbe and Agim, 2009; Asikhia, 2010; Yala and Wanjohi, 2011; Olaleye, 2011).

## **3: RESEARCH METHODOLOGY**

### **3.1 Research design**

According to Leedy and Omrod (2001), research design is a careful set of plans developed by a researcher in order to provide criteria and specification of the research. Therefore, Suri (2011) extend the meaning of research design by saying that research design describes the nature and pattern used during field research. The researcher used both qualitative (in words description) and quantitative (in number description). The researcher used also

questionnaires and interview to collect qualitative and quantitative data on the effect of discipline management strategies on academic performance of secondary school student in Nyarugenge district. After collecting data, the researcher analyzed data by using excel and SPSS in order to present the findings. The research presented findings by using tables and charts showing frequencies and percentages

### **3.2 Study population**

According to KomboTromp (2006) stated that study population is group of individuals, objects or items from which samples were taken for measurement, it is an entire group of persons or elements that have at least one thing in common. Therefore, in this research, the study population was the secondary schools located in Nyarugenge district. In this district there are 34 subordinate schools but the researcher selected six auxiliary Schools such are: Alhidayat Islamic institute, Lycee de Kigali, EssiNyamirambo, GS Apace, Camp Kigali School and Saint Andre, the main focus was students, teachers and administrative staff of the above schools. As the result the target population was 142 respondents.

### **3.3 Sampling techniques and Sample size**

#### **3.3.1 Sampling techniques**

According to Akin (2019) systematic sampling is a statistical method involving the selection of elements from an ordered frame. The most common form of systematic

sampling is an equal-probability method. In this approach, progression through the list treated circularly, with a return to the top once the end of the list is passing. The sampling started by selecting an element from the list at random and then every  $k^{\text{th}}$  element in the frame was selected, where  $k$ , the sampling interval (sometimes known as the skip): this is calculated as:

$k = \frac{N}{n}$  Here  $n$  is the sample size, and  $N$  is the population size.

A sampling Procedure refers to the technique or procedure the researcher would adopt in selecting items for the sample. Teachers, school administrators (head teachers, director of discipline and directors of studies) were purposely selected based on their membership in the disciplinary committee of the participating schools and at least five years teaching experience which is necessary enough to have exposed them to variety of disciplinary challenges in which they had to use different disciplinary strategies to manage the challenging learners' behavior.

The selection of respondents used quota sampling, for the purpose of convenience, reliability and good quality of data. In determining the sample, different variables considered like gender (male and female), occupation education and care was given to

every variable.

### 3.3.2 Sample size

Sampling is a scientific technique of selecting a set of people, it really is small sufficient for handy facts collection and large enough to be a real consultant of the population of which it's been selected. It is involved with the selection of the concern of people from interior a population to estimate the traits of the entire population. The researchers need to do sampling because it minimizes value, statistics collection is easier, speedy and additionally the statistics accumulated are small sufficient to address, decorate accuracy and fine of facts (Creswell, 2008). According to Fraenkel and Wallen (2009) for the purpose of external validity of the research, the sample should be as large as possible depending on the time for the research and its purpose.

The students sample size for this study was determined using the formula for sample size determination as given by Yamane (1967). For him, the formula for sample size determination is as follows:

$n = \frac{N}{1+N(e^2)}$  Where  $n$  is the sample size,  $N$  is the population size (142),  $e$  is the level of precision, (5%)

$$n = \frac{142}{1 + 142(0.05^2)}$$

$$n = \frac{142}{1 + (142 * 0.0025)}$$

$$n = \frac{142}{1 + 0.355}$$

$$n = \frac{142}{1.355}$$

$$n = 104.79 \cong 105 \text{ respondents}$$

Basing on this formula, the sample size of the study was 105 respondents composed of 90 students, 34 teachers, 6 deputy head teachers in charge of studies, 6 deputy head teachers in charge of discipline and finally 6 head teachers.

### 3.4 Data collection instruments.

. The major tools that researcher used in this study were self-administered questionnaires, Interview guides, observation, document review and internet search complete the above tool.

### 3.5 Data analysis

The data gathered through the above stated methods was presented in conjunction with available literature. All collected primary data were analyzed using SPSS version 16.0, which helped the researcher to analyze data, compile appropriate tables, graphs and examined relationships among variables

(Babbie,Mouton,Vorster&prozesky,2001:58 3). Once all the necessary data captured and evaluated the results were presented, discussed and recommendations were drawn

up.

## 4. Findings

### 4.0 Introduction

This chapter presents the findings, interpretation and discussion according to the objectives and research questions that guided the study. The main purpose of study was to assess the effect of discipline management strategies on academic performance of secondary schools' student in Nyarugenge district.

### 4.1 Discipline management strategies used in secondary schools of Nyarugenge district

The first objective of this study seeks to find out the strategies used to manage discipline of students in secondary schools, this was measured in terms of school's rules and regulation, time management and administration of punishment. For efficient results, the researcher collected data from students and teachers on management of school's rules, time management and administration of punishment.

The findings on respecting school's rules and regulations indicated that students disclosed that the teachers are scrupulous in listening if all students have exams taking everything in mind the mean of 3.61 elucidated as extreme mean; pupils

presented moderate ideas on severity of head supervisors on fertilizer rule accompanying the mean of 3.34, deputy head teachers in charge of discipline are confident that graduates claim the breadth of the haircut accompanying the mean of 3.20, head teachers monitor the ownership of travelling phones between students accompanying the mean of 3.14, restraining if the graduates have the authorization before leaving the school accompanying the mean of 3.19, the head teachers understand that all scholars have the authorization accompanying the mean of 3.03, and head teachers in charge of discipline and studies monitor the attendance of students accompanying the mean of 3.02. However, head teachers guarantee that all scholars have a copy of school a rule that applies to a place or group on depressed level because the mean is 2.06 elucidated as depressed mean. On time management, study perceived absolutely facet momentary management in subordinate schools of Nyarugenge precinct by saying that head assistants guarantee that exams are given to undergraduates and apparent according to schedule in this schools, head teachers guarantee that teachers are expeditious, and head schoolteachers guarantee that school activities respect the school schedule

because means to those signs fall in the intervening time of [2.72-3.57].

On administration of punishment, research indicated that head teachers uphold that all students have a corrective request recording their penalties on depressed level taking everything in mind the mean of 2.70 elucidated as reduced mean. In the end the grand mean of 3.12 shows that teachers acknowledge the habit by which penalties are administrated in selected subordinate schools of Nyarugenge district.

#### **4.2 Level of students 'academic performance in Secondary schools in Nyarugenge district**

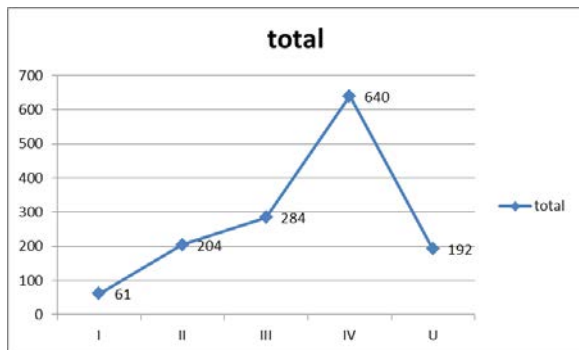
The second specific objective of this the study was to determine the level of students' academic performance in Secondary schools in Nyarugenge district. To reach this objective, the researcher relied on the perceptions of teachers in order to get coherent information related to academic performance.

The findings indicated that students' performance in class test is good because the mean was raise expected 3.25 elucidated as extreme mean and performance of students within test was establish expected good seeing the mean of 2.98 define high mean.

#### **4.3 Relationship between discipline management strategies and students' academic performance in Secondary**

### **schools in Nyarugenge District**

The third objective of this study was to find out relationship and student academic performance and the findings indicated that the majority of students are between division I to IV. The figure below illustrated the performance of students in those schools where study was conducted.



**Source: Nyarugenge district by levels results: 2023**

### **5. Conclusion**

Effective punishment plays an important role in supporting the realization of goals, maintenance beliefs, and instilling maturity in scholars. It more contributes to forming a helpful image of the school and furnishing learners accompanying essential abilities for their future endeavors. Additionally, effective punishment serves as a strong deterrent to causing trouble performance among scholars. The exercise of healthy discipline practices in schools is an

important facet of a student's journey to maturity. As a result, persons often choose schools accompanying powerful discipline measures working, that frequently leads to enhanced academic depictions. This study conducted in Nyarugenge district raise that subordinate schools have been profitable in directing discipline efficiently, that keep potentially embellish the notoriety of these institutions. However, it is value noticing that the skilled administration of penalties to students emerged as an important determinant influencing academic accomplishment.

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