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Effects of students' behaviour management strategies on their academic performance in secondary schools in Rwanda.
A case of secondary schools in Burera District.

Samuel Masengesho[1*]; Dr Cyprien Sukubwabo[2]

[1]Med. Student, University of Kigali. Graduate school. Masters of education management and administration; KN 3 Road, P.O Box 2611, Musanze.

[2]University of Kigali – Graduate school of education Management and Administration. P.O. Box 4285, Kigali-Rwanda

ABSTRACT

Student misbehaviour is one of the most common problems affecting schools around the world today. The growing problem which this research project turns around consist in knowing whether students behaviour management contributes to the academic performance in secondary schools. This article assessed the effects of students' behaviour management strategies on their academic performance in Burera District. The study relied on a mixed method design and correlation research design. A sample of 368 respondents were purposively and randomly sampled. Data were collected using questionnaires and interviews & documentary review, and analysed using SPSS and thematic content analysis. Generally, using Pearson's correlation coefficient, results revealed that there is a significant positive relationship between use of rewards in managing students' behaviour on their academic performance at 73.2%, punishment affects students' academic performance at 68.5%, while providing advice to the students affects students' academic performance at 61.6% and parental involvement in managing students behaviour affects students' academic performance at 63,7%. Moreover, the study revealed that 74.4% of students' academic performance was brought by students' behaviour management using rewards, punishment and providing advice to the students as well as parental involvement in students' behaviour management. It is recommended to the school administrators to properly and appropriately plan for the time in schools and also emphasize that timetables are respected.

Keywords: *Students, Behaviour, Behaviour management, Academic performance & Secondary schools*

1. Introduction

1.1. Background and problem of the study

Students behaviour is one of the neglected areas in secondary schools in most schools in ASIA, despite the fact that the success or failure of any teaching and learning process depends on the way students behaviour are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are doing well academically [1]. In USA, Kowalski revealed that indiscipline in secondary schools is on the rise nationally, some of these immature, irritating, or thoughtless behaviors or classroom incivilities include lateness or leaving early, inappropriate cellphone and laptop usage in class, side conversations, disregard for deadlines, grade grubbing, sniping remarks and cheating [2]. From this problem, research in 1990s showed that 40 percent of new teachers do not teach longer than four years and the half of those are actually gone before teaching a full three years [3]. Most of schools across Kenya there is increase in misbehaviors due to main challenges that face student. Some of the factors that affect children are poverty, adolescent or development stages, environmental factors (Drug abuse) and school administration structure. Some of the ways student's express misbehavior include conduct (e.g. distracting, attention – seeking, calling out, out- of- seat); immaturity and verbal and physical aggression (bullying), attention deficit hyperactive disorder. These behaviors may greatly affect or disrupt class section or cause other students to fail in their examinations [4].

In Rwanda, many years down the line where Government of Rwanda inaugurated nine years basic education and after few years again Government of Rwanda introduced twelve years education to foster education for all(EFA). Consequently, the average number of students in front of one teacher is 46 students in lower secondary schools. Immediately the student's enrollment figures in schools got augmented which gives all educators a big assignment of monitoring those overcrowded classrooms in establishing strong mechanisms of tackling bad mannerisms end with school dropout and poor academic performance [5].

This issue of behaviors management strategies and student's academic performance in secondary schools especially in Burera District is a major concern which is most repeatedly debated in different researches and reports worldwide. Effectively managing student behavior means using of a set of educational practices and strategies, on one hand, to prevent and effectively manage inappropriate behavior and, on the other hand, creating and maintaining an environment that promotes both teaching and learning. Discipline of learners is found as a very fundamental part and requisite part of any education because it empowers rewording positive acts, such as completing homework, listening attentively and being respectful toward each other's. Children respond to positive reinforcement and learn to model their behaviors accordingly and limit some misbehaviors like day dreaming, talking out of turn and playing with personnel stuff by a group of elementary, middle and especially in secondary schools where frequently found most students who violate school's rules and regulations [5]. Therefore, student's behaviors management play a tremendous role in actualizing schools vision and mission.

Countrywide, more than 35,896 students dropped out school in last three years where Burera District was ranked (7000 students who dropped out of school because of unwanted behaviour), Meaning that 19.5% of total school dropouts in Rwanda was recorded in Burera District [6]. Correspondingly, it has been observed the students who are lingering during class time in town streets, bars, business centers and other places. However, the cases of smoking, conflicting with school administration and pilfering of school possessions were seen frequently in Burera secondary schools [7]. In time those bad manners persist the following can be increased: Bunking classes, insult on educators, wearing the wrong school uniform, use of the mobile phone, writing or using foul language in class, work not done, class disruption and immoral acts and those forms of learners' misbehavior are linked to the students' academic performance. Both scientific and empirical studies showed that the high student academic performance is depending on different strategies adopted by schools in managing learner's behavior. Much less studies have been conducted to explore the negative consequences of indiscipline on academic performance of learners in secondary schools in Rwanda. However, no researches have been carried out on students' behaviour management strategies and students' academic performance in Rwanda basically in Burera District. In light with the above illustrations, the present article problem consists of assessing the effects of students' behaviour management strategies on their academic performance in Burera District

1.2. Research objectives
i. To examine the effect of using rewards in students' behaviour management on their academic performance in Burera District.
ii. To investigate the effect of using punishments in the students' behaviour management on their academic performance in Burera District.
iii. To discover the effect of providing advice in students' behavior management on their performance in Burera District.

iv. To explore the effect of parental involvement in students' behavior management on their performance in Burera District.

1.3. Hypotheses

The article tended to use four null hypotheses while testing the results from the information provided by the respondents.

i. Ho1: There is no significant effect of using rewards in students' behaviour management on their academic performance in Burera District.
ii. Ho2: There is no significant effect of using sanctions in students' behaviour management on their academic performance in Burera District.
iii. Ho3: There is no significant influence of providing advice in students' behaviour managemmt on their performance in Burera District.
iv. Ho4: There is no significant effect of parental involvement in students' behaviour managemmt on their academic performance.

1.4. Significance and Justification of the Study

It is envisaged that this article will immensely benefit a cluster of stakeholders among others the researcher himself, other researchers, schools in Burera district, the Ministry of Education (MINEDUC) and Rwandan readers in general. The article will also motivate and stimulate other researchers, hence, they will have the intellectual vigor to continuously advance scholarship into this seemingly domain to improve their skills and practices that might collaboratively help to effectively manage students behaviour with a purpose of uplift their academic performance.

2. LITERATURE REVIEW

The literature was taken from books, journals, government reports and information from Internet based on the key concepts that include student behaviour management and the effects of such management on the overall performance of students in Rwanda secondary schools especially in Burera District.

2.1. Empirical review

2.1.1. Effect of using rewards in students' behavioral management on their academic performance

Using rewards as a part of students' behaviour management isn't mandatory, but there are reasons to consider doing so. For one, motivating young students to participate in their own learning can be difficult. Having them practice good behavior on a daily basis can be even harder [8]. Durden and Ellis revealed that if the student has received 15 marks for being off task during class that is something that may need to be discussed. One benefit to this over traditional "move your card to red" systems is that the negative behavior is tracked privately. That way, no students are embarrassed or demeaned in the process. Be clear with students. They need to know exactly how the system works for it to be effective. Give the rewards liberally. Especially in the beginning, the teachers and school leaders want to give out lots of rewards at random when you catch their 'good behavior [9]. For Skinner, there are two main classes of reinforces positive and negative. Positive reinforcers increase response probably by being added to the situation, negative reinforcers increase response probability by being removed. Positive reinforcers are those desired, sought-after stimuli such as food, praise and money that we ordinarily call rewards [10]. In view of Madsen, behavior that goes unrewarded will extinguish: the teacher must watch the student carefully to determine the payoff. The teacher must also recognize individual differences; the payoff is often different for each child. Madsen [11]. Lockhead listed that humans need motivation and If secondary school leaders and teachers are struggling with any of the following behaviour management issues (failing grades, incomplete assignments or homework, low student motivation and interest, chronic behavior problems, refusal to do work, poor attention and focus and students not getting along with one another) they may consider implementing a reward system [12]. Hanushek et al. stresses the use of prizes, field trips, words like good and well done. If missing incentives to increase performance or to save on cost explain the missing resource performance link, schooling policies that focus on institutional features of the schooling system rather than on resources are more likely to affect student performance [13].

2.1.2. Effect of using punishment in students' behavioral management on their academic performance

The concept of punishment in educational settings has been discussed for years but the results are contradicting. On one hand, some researchers support the use of punishment to manage students behaviour for high academic performance for example Zimmerman noted that punishment in schools are considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools [14]. In the same vein, Okumbe argued that punishment as a social institution is intended to control, correct or bring into desired line, students behaviour and academic performance [15]. In line with this opinion, Okumbe added saying punishment in school is meant to instill discipline and is meted on students who violates the school rules and regulations and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offence committed [15]. Viewing

from the angle of accountability, cotton opined that punishment in the school system are expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome interms of academic performance [16].

Correspondingly, Omari argued that punishment does not teach the correct behavior, that it destroys even the opportunity to demonstrate the acceptable behavior. He asserts that from the age of eighteen years onwards, there is a growing opposition to any use of physical force in disciplining the individual [17]. This argument brings us to the negative form of discipline which according to Okumber occurs when our students is force to obey orders blindly or without reasoning. In which, he continued, the students may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent and this has a negative impact on their academic performance [18]. Teachers are advised to use a positive approach instead (of punishment) and to resort to punishment only when everything else fails" [18]. He stressed that punishment should be the last resort. Skinner would prefer that teachers recognize the students when they behave appropriately. That's why he stressed that teachers should use the "Catch 'Being Good" method, offering the incentives mentioned earlier [19]. The researcher was pushed by the above opposition in researcher's empirical findings to carry out this study so as to come with a clear reasoning, findings on whether the Effect of using punishment in students' behavioral management on their academic performance is positive or negative. This is the gap to be closed by this current study.

2.1.3 Effect of providing advice in students' behavioral management on their academic performance

Kasigwa et al noted that school administrators were thus recommended to adopt the use of both individual and group advice and guidance to manage students behaviour and great outcomes interms of academic performance [20]. Cosmas argued that some factors that push students to engage in unaccepted behaviors in schools include living in dysfunctional homes, going to school hungry, being tired or upset, being bored, due to use and abuse of drugs, family conflicts and parents' separation, peer pressure, teachers' authoritarian nature and lack of commitment on the part of students [21]. Advice and Guidance as well as counseling were recommended as the best strategy to deal with students' indiscipline and improve their academic performance. Individual advice and guidance is more effective in handling personal challenges such as coping with stress, loss of relative, subject difficulty, and other family related issues. Therefore, advice and guidance services to the students contribute to the students' behaviour management in secondary schools especially in Burera District where this study is going to be conduct to respond to the dearth of knowledge about the Effect of providing advice in students' behavioral management on their academic performance in Burera District. The findings of this study are expected to fill this hovel gap.

2.1.4 Effect of parental involvement in students' behavioral management on their academic performance
Parent involvement has two independent components, one being parents as supporters, the other component being parents as active partners. As reforms in education have required more accountability, the definition of parent involvement has shifted to mean the active and knowledgeable involvement of parents from birth throughout the elementary and secondary education of their children [21]. Moreover, "common sense tells us that getting parents involved in the education of their children is a good thing" [22]. Besides, parent involvement is provision of a positive learning environment, pedagogical tasks, and the organization of routine household tasks [23]. Doucet views parental involvement as "creating partnerships between the home and school sometimes formally (e.g., when parents share in the decision-making)." The educational role parents provide at school, such as when they serve as volunteers or instructional aids and attend school events or support their child's academic learning by setting goals to modify students behaviour, monitoring homework, and establishing expectations are considered as involvement [24]. Adewumi goes on saying that home and school should collaborate through attending school functions, taking part in school governance and decide the kind of punishment to their children when it is applicable in a given school. When schools work together with families supports partnerships-based learning and school improvement goals and enhancement of students' behaviour and performance in terms of scores as well [25].

2.2. Theoretical framework
The theoretical framework for this study was social learning theory built around the view that students learn bad or good behaviour from observing others and the theory suggests that social behaviour is learnt by observing and imitating the behaviour of others. The interventionist students behaviour management approach is reactive in nature [26]. Besides the theory seek to explain students behaviour management, the different approaches and methods of behaviour management such as punishment, rewards, enforcing school regulations and rules, school managemmt, parenting involvement as well as advice and guidance services and the effects of those school students behaviour management on their academic performance
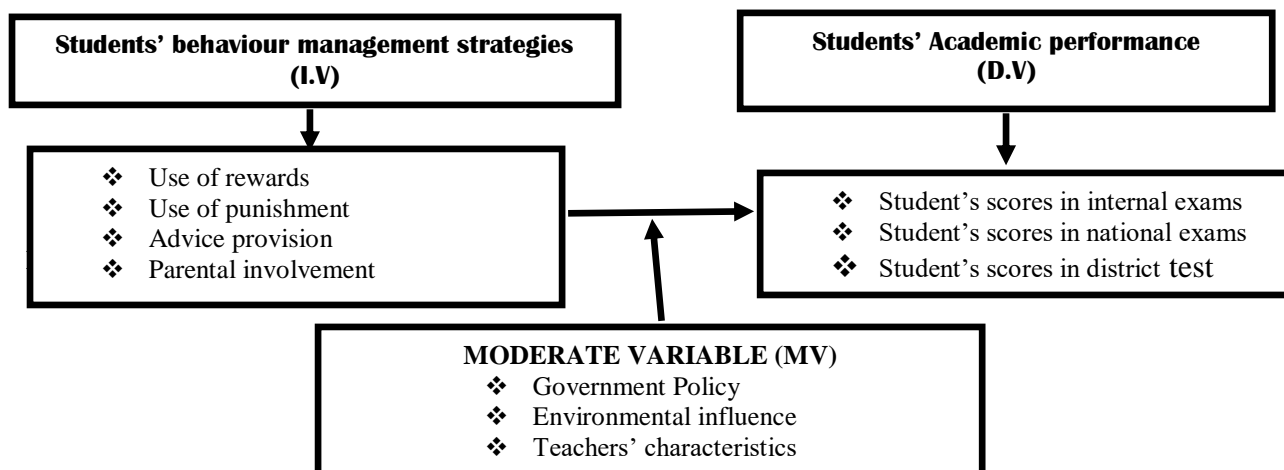
2.3. Conceptual framework

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┌─────────────────────────────────────┐          ┌──────────────────────────────────────┐
│ Students' behaviour management       │          │  Students' Academic performance      │
│ strategies (I.V)                     │          │  (D.V)                               │
└─────────────────────────────────────┘          └──────────────────────────────────────┘
              │                                                    │
              ▼                                                    ▼
┌─────────────────────────────────────┐          ┌──────────────────────────────────────┐
│  ❖ Use of rewards                   │───────▶  │  ❖ Student's scores in internal exams│
│  ❖ Use of punishment                │          │  ❖ Student's scores in national exams│
│  ❖ Advice provision                 │          │  ❖ Student's scores in district test │
│  ❖ Parental involvement             │          └──────────────────────────────────────┘
└─────────────────────────────────────┘
                         ▲
                         │
          ┌──────────────────────────────────────┐
          │  MODERATE VARIABLE (MV)              │
          │  ❖ Government Policy                 │
          │  ❖ Environmental influence          │
          │  ❖ Teachers' characteristics        │
          └──────────────────────────────────────┘
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Table 1: Conceptual framework , 2022

3. MATERIALS AND METHOD

This qualitative and quantitative article was conducted at secondary schools in Burera District between December 1 and January 30, 2023. Three hundred sixty-eight (368) respondents were randomly selected from 86 Secondary schools in Burera District using systematic random sampling. Data were collected anonymously from consenting respondents using a structured questionnaire through direct interview & documantry tools, and analyzed using the Statistical Package for Social Sciences (SPSS) version 20 software. The recommendations were given to 86 Secondary schools, and the school leaders were contacted about the proper students' behaviour management strategies after their interviews. The study was approved by the ethical review committee of University of Kigali and permission obtained from Burera District.

4. RESULT PRESENTATION AND DISCUSSION

The present study applied quantitative analysis employing statistical analysis using IBM SPSS statistics version 20.0 to evaluate data. Quantitative data collected using questionnaires were analyzed using SPSS with descriptive statistics. Additionally, the researcher used mean values and standard deviation to interpret the findings. Qualitative data collected using interview was narratively analysed.

4.1. RESULTS PRESENTATION

The results are presented referring to guiding objectives and the hypotheses were addressed and tested in the following manner

First Hypothesis (Ho1): There is no significant effect of using rewards in students' behaviour management on their academic performance in Burera District.

The researcher went ahead to establish the effect of using rewards in students' behaviours management on their academic performance. The regression analysis was used and the results are depicted in Table 1

Table 1: Model summary on using rewards and its effects on students' academic performance.

Model	R	R Square	Adjusted R Square	ß	p-value
1	.856[a]	.732	.699	. 399	.001

- Predictor: Using rewards in students' behaviours management
- criterion: Students' performance

Source: Field survey, data (2022)

As per Table 10, the Model shows that 73.2% of variation in student performance is explained by using rewards in students' behaviours management (R Square= .732). The model also shows a significant influence of using rewards in students' behaviours management on students' performance (β= .399, p= .001< .05).

Table 2 ANOVA for Using reward

			ANOVA[a]			
Modal		**Sum of squares**	**df**	**Mean**		
1	Regression	214.908	1	214.908	44.673	.000[b]
	Residual	352.398	31	20.729		
	Total	**567.306**	**32**			

    a.   **Dependent variable**: Students' academic performance

    b.   **Predictor (Constant)**: Using rewards

An ANOVA was conducted at 5% level of significance. A comparison of F-calculated and F-critical is shown in the Table 11. From the findings, F-calculated is 44.673 and $F_{(1, 75)}$ is 3.968. Since the value of F Calculated is greater than F Critical, this indicates the overall regression was significant for the study. The p value p=0.00 is less than 0.05 an indication that the use of rewards to manage students' behaviour significantly influences their academic performance.

Second hypothesis (Ho2): There is no significant effect of using sanctions in students' behaviour management on their academic performance in Burera District.

Table 3 Model summary on using punishment to manage students' behaviour

Model	R	R Square	Adjusted R Square	ß	p-value
1	.812[a]	.685	.653	.317	.017

•   Predictor: Using punishment to manage students' behaviour

•   criterion: Students' academic performance

Source: Field survey, data (2022)

This Table 3, the Model shows that 685% of variation in student performance is explained by use of punishment to manage the students' behaviour (R Square= .685). It also shows a significant contribution of student-teacher collaboration on students' performance (β= .317, p= .017< .05).

Table 4: ANOVA for Using punishment

			ANOVA[a]			
Modal		**Sum of squares**	**df**	**Mean**		
1	Regression	202.011	1	204.663	41.025	.000[b]
	Residual	302.111	31	18.901		
	Total	**504.122**	**32**			

    a.   **Dependent variable**: Students' academic performance

    b.   **Predictor (Constant)**: Using punishment to manage students' behaviour

An ANOVA was conducted at 5% level of significance. A comparison of F-calculated and F-critical is shown in the Table 4. From the findings, F-calculated is 41.025 and $F_{(1, 75)}$ is 3.968. Since the value of F Calculated is greater than F Critical, this indicates the overall regression was significant for the study. The p value p=0.00 is less than 0.05 an indication that the use of punishment to manage students' behaviour significantly influences their academic performance.

Third Hypothesis (Ho3): There is no significant influence of providing advice in students' behaviour managemmt on their performance in Burera District.

Table 5: Model summary on provide advice in students' behaviour

Model	R	R Square	Adjusted R Square	ß	p-value
1	.746[a]	.616	.609	.306	.002

•   Predictor: Provision of advice to manage students' behaviour

•   criterion: Students' academic performance

Source: Field survey, data (2022)

This Table 5, the Model shows that 61.6% of variation in student performance is explained by providing advice to manage the students' behaviour (R Square= .616). It also shows a significant contribution of student-teacher collaboration on students' performance (β= .306, p= .002< .05).

Table 6: ANOVA for providing advice

Modal		Sum of squares	df	Mean		
ANOVAᵃ						
1	Regression	197.638	1	196.108	39.775	.000ᵇ
	Residual	285.402	31	17.996		
	Total	**483.040**	**32**			

a. **Dependent variable**: Students' academic performance
b. **Predictor (Constant)**: Provide advice to manage students' behaviour

An ANOVA was conducted at 5% level of significance. A comparison of F-calculated and F-critical is shown in the Table 6. From the findings, F-calculated is 39.775 and $F_{(1, 75)}$ is 3.968. Since the value of F Calculated is greater than F Critical, this indicates the overall regression was significant for the study. The p value p=0.00 is less than 0.05 an indication that provide advice to manage students' behaviour significantly influences their academic performance.

Fourth Hypothesis (Ho4): There is no significant effect of parental involvement in students' behaviour managemmt on their academic performance.

Table 7: Model summary onparental involvement in managing students' behaviour

Model	R	R Square	Adjusted R Square	ß	p-value
1	.807ᵃ	.651	.637	.282	.000

• Predictor: Using punishment to manage students' behaviour
• criterion: Students' academic performance

Source: Field survey, data (2022)

This Table 7, the Model shows that 65.1 % of variation in student performance is explained by use of punishment to manage the students' behaviour (R Square= .652). It also shows a significant contribution of student-teacher collaboration on students' performance (β= .282, p= .000< .05).

Table 8: ANOVA for parental involvement

Modal		Sum of squares	df	Mean		
ANOVAᵃ						
1	Regression	209.502	1	167.239	30.185	.000ᵇ
	Residual	286.333	31	15.650		
	Total	**495.835**	**32**			

a. **Dependent variable**: Students' academic performance
b. **Predictor (Constant)**: Using punishment to manage students' behaviour

An ANOVA was conducted at 5% level of significance. A comparison of F-calculated and F-critical is shown in the Table 8. From the findings, F-calculated is 30.185 and $F_{(1, 75)}$ is 3.968. Since the value of F Calculated is greater than F Critical, this indicates the overall regression was significant for the study. The p value p=0.00 is less than 0.05 an indication that the use of punishment to manage students' behaviour significantly influences their academic performance.

Table 9. Summary on the tested hypotheses

No	Hypotheses	Category	T-test	Verdict
Ho1	There is no significant effect of using rewards in students' behaviour management on their academic performance in Burera District.	Null	.399 < 1.98	Rejected
Ho2	There is no significant effect of using sanctions in students' behaviour management on their academic performance in Burera District.	Null	.317 < 1.98	Rejected
Ho3	There is no significant influence of providing advice in students' behaviour managemmt on their performance in Burera District.	Null	.306< 1.98	Rejected
Ho4	There is no significant effect of parental involvement in students' behaviour managemmt on their academic performance.	Null	.282 <1.98	Rejected

Source: Researcher's completion, 2022.

4.2. Discussion of Findings

The results in this study were discussed in this section based on the hypotheses

Hypothesis 1: There is no significant effect of using rewards in students' behaviour management on their academic performance in Burera District.

First hypothesis was derived from the first objective of the study that there is no significant relationship between use of rewards in students' behaviour management on their academic performance in Burera District. The results of multiple regressions, as presented in tables 1 & 9 above, revealed that using rewards has a positive and significant effect on students' academic performance with a beta value (Beta = .399), at 95% confidence level ($p < 0.05$). findings in table 2 also revealed that the p value $p=0.00$ is less than 0.05 an indication that the use of rewards to manage students' behaviour significantly influences their academic performance. Therefore, the researcher may reject the null hypothesis that asserted that there is no significant effect of using rewards in students' behaviour management on their academic performance in Burera District. Quantitative findings are in line with interview, school staff informants narrated saying that: Teaching methods used by teachers like rewarding hard working students have a positive effect on students' academic achievement and performance in many schools in Burera District". Group discussion with learners yields the following results: Reward provision increases learners' motivation and If levels of motivation and interest are high, then learning takes place more readily. This result is in line with the view of Obinaju, which states that use of rewards to control students who misbehave and perform below expectations because the classroom teacher used rewards to give and explain disciplinary rules and regulations governing the class [26]. This result is also in line with the views of Okon who asserted that verbal instruction on what to be done gives students an idea of what is expected of them in the classroom and this help them to behave well [27].

Hypothesis 2: There is no significant effect of using punishment in students' behaviour management on their academic performance in Burera District.

The second hypothesis was derived from the second objective of the study that there is no significant relationship between use of punishment in students' behaviour management on their academic performance in Burera District. The study results in table 3 revealed a significant contribution of student-teacher collaboration on students' performance ($\beta= .317$, $p= .017<$ .05). Also the findings in table 4 showed that the p value $p=0.00$ is less than 0.05 an indication that the use of punishment to manage students' behaviour significantly influences their academic performance. To clarify this, the results mean that a one- unit increment in using punishment to manage students' behaviour will result in .317 units of increase in students' academic performance. This allows the researcher to reject the following hypothesis formulated: *"There is no significant effect of using sanctions in students' behaviour management on their academic performance in Burera District".*

The school staff informants have various views on the effect of using punishment to manage learners' behaviour and their performance: The school staff believed that copious strategies are used to control students' behavior, among others; reprimand, bawling out, ridiculing, belittling, name calling, withdraw of privileges, social isolation and demolition were used to manage students behaviour and enhance their performance. Punishments are expected to enforce compliance when students are under the care of teachers [29]. The result is in line with the views of Etim which asserted that punishment makes students think twice before committing the same offence [30]. It is also in support of Udeme who opined that effective classroom management involves the teacher's considerable use of corporal punishment which will create a conducive learning atmosphere [31].

Third Hypothesis (Ho3): There is no significant influence of providing advice in students' behaviour managemmt on their performance in Burera District.

The results presented in table 5 revealed a significant contribution of student-teacher collaboration on students' performance ($\beta= .306$, $p= .002<$ .05). To clarify this, the results mean that a one- unit increment in providing advice to manage students' behaviour will result in .306 units of increase in students' academic performance. Correspondingly, findings in table 6 found out that the p value $p=0.00$ is less than 0.05 an indication that provide advice to manage students' behaviour significantly influences their academic performance. This allows the researcher to reject the following hypothesis formulated: *"There is no significant influence of providing advice in students' behaviour managemmt on their performance in Burera District".*

The interview with the respondents was confirmatory of these results: In fact, the director of studies in charge of academic activities in one sampled school revealed that provision of various kind of advice services to the students when done something wrong to manage their behaviour and improve learners' performance, provided advices creates an avenue for an interactive session between teachers and students and this also stipulate that students will develop keen interest in academic activities if teachers show concern in them academic well-being and encourage them through advice and

instructional supervision. Primary data rhyme well with the empirical data that using advice to manage classroom is clearly associated with students out comes. It was found that advice is an effective classroom management tool that significantly increases academic achievement of students and decreases behavioral problems of the students [29].

Third Hypothesis (Ho4): There is no significant influence of parental involvement on students' behaviour managemmt on their performance in Burera District.

Hypothesis was derived from the fourth objective of the study that there is significant relationship between parental involvement in students' behaviour management on their academic performance in Burera District. The study results in table 7 indicated a significant contribution of student-teacher collaboration on students' performance (β= .282, p= .000< .05). Also, findings in table 8 revealed the p value p=0.00 is less than 0.05 an indication that the use of punishment to manage students' behaviour significantly influences their academic performance. To clarify this, the results mean that a one- unit increment in using punishment to manage students' behaviour will result in .282 units of increase in students' academic performance. This allows the researcher to reject the following hypothesis formulated: *"There is no significant effect of parental involvement in students' behaviour managemmt on their academic performance"*.

In few words, the findings obtained using questionnaires tend to agree with the interview with the key informants in one sampled secondary schools that effective teacher-parent cooperation has aggravated in their own way student's discipline. Parents who frequently cooperate with teachers and management in enforcing disciplinary measures and this cooperation between teachers and parents encourages disciplined students and their performance. These also are emphasized by Pinkly and Eble statements that parents are the first teachers and have a lifelong influence on children's attitudes and aspiration as well as performance [33].

5. CONCLUSION AND RECOMMENDATIONS
5.1. CONCLUSION

The study undertaken at all secondary schools in Burera District aimed at assessing the effects of students' behaviuor management strategies on their academic performance in seconadry schools in Rwanda. A case of secondary schools in Burera District. The following conclusions were drawn as a result of the research work carried out in the area of students behaviour managemmt throughout using rewards, punishment, advice and involve their parent in behaviour management to boost the students' performance in both tests and national exams. Conclusively, it is reported that the four of the sub-variables of independent variable namely rewards, punishment, providing advice and parental involvement are significantly explaining the variations in explanatory variable. The researcher agrees with Griffin's view who agreed that discipline is the central pillar for students' success and excellent performance in examinations, to manage students behaviour for better and needed students discipline is one catalyst of high students' performance [34]

5.2. Recommendations

From the discussion of results and the drawn conclusions the following recommendations were made. teachers should establish rules and regulations in the classroom against disruptive behavior. However, School staff are recommended to ensure that teachers acquire effective classroom management skills that will not create fear in the classroom and will not weaken students 'academic performance. Moreover, Head teachers should design proper ways of handling punishments. Disciplinary committees therefore need to be installed in schools and to be respected in terms of decision-making and be given powers and authority to execute their duties. As it has been drawn upon to the findings, parents and the school staff are recommended to increase their communication in order to work together in handling discipline issues which will result in a good academic achievement. Furthermore, the Ministry of Education in Rwanda should organize educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skills.

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