

**DISCIPLINE ENFORCEMENT TECHNIQUES AND
STUDENTS' ACADEMIC PERFORMANCE IN RWANDAN
NINE AND TWELVE-YEARS BASIC EDUCATION
SCHOOLS: A CASE OF MUSANZE DISTRICT (2017-2019)**

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Abstract

The purpose of the study was to assess the relationship between the discipline enforcement techniques and academic performance in 9YBE and 12YBE schools in Musanze District, following the cases of indiscipline in these schools at a high rate. The study consists of three specific objectives: To assess the relationship between school-based techniques, home-based techniques, and local leaders' involvement in the discipline enforcement and students' academic performance in 9 & 12 YBE schools of Musanze. The questionnaires were the main instruments of data collection. The study's target population was 257 subjects from which a sample of 72 participants was chosen and which is under a quantitative approach. The study used correlational research design as a research technique to measure the relationship between two variables. It's used purposive and simple random sampling techniques to get the sampled respondents: Headteachers, Director of Studies, Director of Discipline, and Parents from School General Assembly Committee. This study found a significant relationship ($r=0.1729$) between students' academic performance and school-based techniques for discipline enforcement in 9YBE and shows a meaningful relationship ($r=0.1962$) between student academic performance and home-based techniques in discipline enforcement in 9YBE schools of Musanze District. Results showed a significant relationship between local leaders' involvement in discipline enforcement and students' academic performance in 9YBE schools of Musanze District. This research proved that, in 12YBE schools of Musanze District, there is a significant relationship between academic performance and School-based techniques ($r=0.439$), a significant relationship between academic performance and home-based techniques in discipline enforcement ($r=0.2131$), as well as between academic performance and local leaders' involvement in the discipline enforcement ($r=0.2246$). The study recommends that other researchers look for other variables that could impact students' academic performance, such as teachers' remuneration/ salaries, incentives, and school materials and equipment.

Keywords: *Discipline, Academic performance, Nine- and Twelve-Years Basic Education*

Education, which is a pre-requisite to any form of skills training, has in recent years been made more accessible through free basic education (GoR, 2000) and recently, full free day Ali et al. (2009) noted that schools, colleges, and universities have no worth without students. Students are an essential asset for any educational institution all over the world. Students' social and academic development is directly linked with how students are managed at schools. The well-managed students are the ones who will get high academic achievements because of being well-managed and helped during their studies.

DISCIPLINE AND ACADEMIC PERFORMANCE

According to Gaweet al. (2001), when a school is effectively disciplined or well managed, the academic performance on the part of students and teachers will be highly rated. Discipline creates a good image of the school and prepares learners for their academic performance and their future. Parents often have no choice to enroll their children in a school with good discipline, which often leads to better academic performance.

Gitome et al. (2013) denoted that indiscipline is generally a disruption and danger to effective learning and deteriorates learner academic performance and attainment level. In the United Kingdom, Maphosa and Mammen (2011) pointed out that students are noisy, rowdy, and disrespectful teachers. The use of vulgar language and disrespect towards teachers is also confirmed in the United States of America.

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.

In Africa, Fields (2000) assumed that parents and teachers know that lack of discipline seriously impacts learners' access to educational opportunities. Academic success comes almost with certainty when focused attention on what students learn is uninterrupted.

In South African schools, Harber and Muthukrishna's (2000) related studies have implicated school-based violence as a major problem as the country's population is generally chaotic. Poverty, unemployment, rural-urban drift, the availability of guns, drug abuse, and other unhealthy youth involvements with the general legacy of violence has created a context where gangsters rob schools, killing and raping teachers and students in the process.

In Zimbabwe, Finn et al. (2009) observed that many cases of indiscipline abound in Zimbabwean schools. Eveline High School in Harare turned into a lawless institution as pupils went unpunished for drinking and smoking at school. Teachers are unsuccessfully controlling pupils as their authority has been undermined. Disruptive behaviors cause harm in the classroom. Oliver (2011) believes that when students misbehave, they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching.

In Uganda, Ogwuda (2016); Komolafe et al.(2015); Asiyayi(2012) described the situation as not different, more especially in Arua District where a stand-off between stakeholders delays meaningful passing of resolutions aimed at resolving school-based aggressions and candidates get poor grades in the Uganda National Examinations. The preceding and current issues make school discipline a very important matter in academic life. Poor school life prepares a learner to get involved in armed robbery, rape, cultism, examination fraud, and other unruly behaviors.

DISCIPLINE AND ACADEMIC PERFORMANCE

According to Ladislaus and Philbert (2016), schools and parents have a common belief that discipline is important for effective teaching and learning in Tanzania. Equally, learners' behavior can transform the larger class by developing small learning groups and independent learning options. In turn, these options can enhance students' engagement, facilitate positive learning, prevent disruptive problems, and provide overall academic success. Discipline influences students' academic success and the overall reputation of the school.

In Rwanda, according to MINEDUC (2014), equitable access to education and disciplinary-based high-quality education are priorities for the government of Rwanda, which aims to provide its citizen with the skills and knowledge required for the country's socio-economic development. REB(2012) added that an educated citizen is skilled and disciplined. This concerns even 9&12YBE schools where a great effort is being made to increase enrolment, retention, and completion rates.

However, the REB report (2017) mentioned that although enrollment in 9&12 YBE schools is increasing, discipline strategies have been implemented. Still, the case of indiscipline among students of 9&12 YBE schools is also of high rate. This case of indiscipline is turning the 9&12 YBE schools into a dangerous place. The government of Rwanda provided human and material resources, improved schools conditions, implemented different disciplinary policies and discipline strategies. Still, the cases of students' indiscipline in 9&12 YBE schools continue to be a major problem, negatively impacting students' academic performance from 9&12 YBE schools. Therefore, if this problem of indiscipline among 9&12 YBE students persists, the student's academic performance will remain poor, and the quality of education will stay substandard in these schools.

Due to the abovesituation, it was found very crucial to conduct a study to assess the relationship between discipline enforcement techniques and students' academic performance in 9&12YBE schools in Rwanda with a case of Musanze district.

Research Questions

Is there any relationship between School-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District?; Is there any relationship between home-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic education schools in Musanze District?; Is there any relationship between local leaders' involvement in discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District?

Methodology

This study used a “Correlational research design” to find out the relationship between discipline enforcement techniques and students' academic performance. The study employed quantitative and qualitative data, merged the data, and used the results to understand the research problem better. The quantitative method

relied on the principle of verifiability that means confirmation and generalization of the findings on the entire population. The qualitative approach was used to describe and deeply analyze data to obtain relevant information or high-quality data relevant to stated objectives.

Study population

A study population is a group of individuals, objects, or items from which samples will be taken for measurement. A study population is also defined as a group in which a researcher is interested in gaining information upon which generalization and conclusion can be drawn subsequently (Creswell,2019). Kombo et al (2006) explained that a study population is an entire group of persons or elements that have at least one thing in common. So, the study population is the total group to which the results of the study are applicable. Therefore, as for the target population, the current study was concerned with a set of 257 in total, including 42 Headteachers, 42 directors of studies (deputy head teachers in charge of studies), 5 Directors of discipline (discipline masters), and 168 parents committee members from 19 Nine Years Basic Education schools and 23 Twelve Years Basic Education schools located in Musanze District. This population possesses the characteristics required for this study to be productive.

The study employed 72 participants as the sample,including 11 headteachers, 11 directors of studies, 3 discipline masters, and 47 members of parents' committees. According to Yamane (1967), the formula for choosing the sample is below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n represents the sample size, N represents the total population, and e represents marginal error.

Before collecting the data, a pilot study was done to establish the validity and reliability of the instruments. This was made utilizing Cronbach alpha analysis. The pilot study was done by having 30 members fill out the questionnaire and give their feedback. The exercise was conducted in different schools that were randomly selected. However, the selected members for the pilot study were not involved again in collecting the data for the main analysis. The data was taken out from the questionnaires and got into the SPSS 22.

The Cronbach alphas were above 80%. This indicated that most items in this questionnaire had high squared multiple correlations, indicating that the questionnaire passed the reliability test. Cronbach alphas more than 0.7 are considered satisfactory (George & Mallery, 2003). This meant that the tool adequately measured discipline enforcement techniques and students' academic performance in Rwandan nine and twelve-years basic education schools

Findings

The findings of the study and highlights the results of the findings as set out in the research methodology are presented as follow:

DISCIPLINE AND ACADEMIC PERFORMANCE

Table 1 : Relationship between school-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic education schools in Musanze district

| | | School-based techniques for discipline enforcement | Student Academic performance |
|--|---------------------|--|------------------------------|
| School-based techniques for discipline enforcement | Pearson Correlation | 1 | 0.1729* |
| | Sig. (2-tailed) | | 0.0023 |
| | N | 10 | 10 |
| Student Academic performance | Pearson Correlation | 0.1729* | 1 |
| | Sig. (2-tailed) | 0.0023 | |
| | N | 10 | 10 |

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

Table 1 above indicates a positive relationship between school-based techniques for discipline enforcement and students' academic performance in 9YBE schools of Musanze ($r=0.1729$). That relationship is statistically significant since the p -value= 0.0023 is lower than 0.05 . This implies that the more school-based techniques for discipline enforcement are strengthened, the more academic performance increases for students in 9years basic education schools of Musanze.

Table 2 : Correlations between School-based techniques and students' academic performance in 12YBE Schools

| | | School-based techniques for discipline enforcement | Student Academic performance |
|--|---------------------|--|------------------------------|
| School-based techniques for discipline enforcement | Pearson Correlation | 1 | 0.439* |
| | Sig. (2-tailed) | | 0.0038 |
| | N | 10 | 10 |
| Student Academic performance | Pearson Correlation | 0.439* | 1 |
| | Sig. (2-tailed) | 0.0038 | |
| | N | 10 | 10 |

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

Table 2 above indicates a positive relationship between school-based techniques for discipline enforcement and students' academic performance in 12YBE schools of Musanze ($r=0.439$). That relationship is statistically significant since p -value= 0.0038 is highly lower than 0.05 . This result implies that the more school-based techniques for discipline enforcement are strengthened, the more academic performance increases in 12 years basic education schools of Musanze.

Table 3 : Correlation between local leaders' involvement in discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District

| | | Local leaders involvement techniques in discipline enforcement | Student Academic performance |
|--|---------------------|--|------------------------------|
| local leadersinvolvement in discipline enforcement | Pearson Correlation | 1 | 0.2246* |
| | Sig. (2-tailed) | | 0.0001 |
| | N | 10 | 10 |
| Student Academic performance | Pearson Correlation | 0.2246* | 1 |
| | Sig. (2-tailed) | 0.0001 | |
| | N | 10 | 10 |

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

DISCIPLINE AND ACADEMIC PERFORMANCE

The table above indicates a weak positive relationship between local leaders' involvement in discipline enforcement and students' academic performance in 9YBE schools of Musanze ($r=0.2246$). That relationship is statistically significant since $p\text{-value}=0.0001$ is lower than the alpha value set to 0.05. This result justifies a good impact of local leaders' involvement in discipline enforcement on students' academic performance.

Conclusions

Following the above-mentioned findings, the researchers found a statistically significant relationship between disciplinary techniques (School-based techniques, home-based techniques, and local leader's involvement) in the discipline enforcement and students' academic performance in 9 & 12 YBE schools of Musanze.

The researchers concluded that school-based, home-based techniques and local leaders' involvement in discipline enforcement positively impact the students' academic performance in Nine and twelve-years basic education schools of Musanze. This means that the more discipline techniques are strengthened, the better academic performance in the 9&12YBE of Musanze district.

5.5 Recommendations

The study recommended that the government of Rwanda, policymakers, education reformers, and school administrators should facilitate the same studies in other districts in addition to the Musanze district to ensure that disciplinary policies and strategies are functional positively and impact students' academic performance in public schools in general and, most importantly, in 9&12YBE schools. The leaders of that institutions must follow up on implementing all rules and regulations settled and orientation of qualified teachers for the quality of education. The concerted efforts of stakeholders such as school leaders, parents, teachers, local leaders should be made to find a lasting solution to the lack of discipline and poor academic performance. Collaboration between school leaders, parents, and teachers must show good examples to students since they imitate and copy their behavior and reduce indiscipline through increased supervision and build a strong partnership. In the case of serious bad behaviors, parents of children should be invited to the school by the administrators, and they must respond and bring their contribution.

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DISCIPLINE AND ACADEMIC PERFORMANCE

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