Influence of School Discipline Policies on Students Academic Performance in Rwandan Secondary Schools

Ruzibiza Obed[1]
Dr. Ndagijimana Jean Baptiste

[1]obedruz2@gmail.com (+250 783033725)
[2]jndagijimana@uok.ac.rw

[1]https://orcid.org/0009-0006-7065-516X
[2]https://orcid.org/0000-0003-0824-909X

[1]Student, [2]Lecturer, [1,2]University of Kigali-Rwanda

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ABSTRACT

The study explores the influence of school discipline policies on students' academic performance in secondary schools in Rwanda. This research was guided by a broad objective: The research aimed to analyze the impact of school discipline policies on the academic performance of students in selected secondary schools while also directing specific objectives: to examine how the administration of school rules and regulations contributes to students' academic performance; to examine how the students' restorative practices and management influence students 'academic performance; and to interpret the correlation between the secondary school discipline policies and students academic performance. This study was guided by McGregor's theories x and y. The fundamental concepts in McGregor's Theory X and Y encompass rules and regulations, disciplinary actions, primarily punishments, and time management, particularly in the context of school punishment administration. In applying McGregor's theory to this study, the main variables were school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations and time management, which refers to the effective utilization of time allocated to individual activities in an education institution. The study was conducted in secondary schools with a population of 599, including students, teachers, the deputy head in charge of discipline, and head teachers. By using the Slovin formula, a sample size of 239 was used in this study, and stratified sampling was used so that each category would be represented. A descriptive design was used where both qualitative and quantitative data were collected. Secondary data were obtained through documentation, library, and internet research. Primary data were collected using a questionnaire, an interview guide, and documentary analysis. Data were presented in tabulation formats and interpreted using the statistical package for social science (SPSS). The major findings of the study revealed that proper administration and management of school rules and regulations positively influence students' academic performance; restorative practices in schools, such as providing punishment, guidance, and counseling, influence students' academic performances. Finally, the study revealed a significant relationship between school discipline policies and students' academic performance in secondary schools in Rwanda. Therefore, the study took the following as major recommendations: developing common measures for school discipline policies; enhancing the monitoring and evaluation of the rules and regulations' applicability; and establishing guidance and counseling services in schools.

Keywords: Academic Performance, Discipline, Policy, School, School Discipline Policies
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I. INTRODUCTION

This paper introduces issues related to the influence of school discipline policies on students' academic performance in secondary schools at the global level, regional level, and local level.

Numerous studies worldwide have highlighted the importance of school discipline policies in ensuring students receive a quality education and their influence on their academic performance. The study conducted in the USA revealed that the absence of school discipline policies was the most significant issue facing the education system in American schools, with many educators and students deeply concerned about disorder and potential dangers in the school environment. Poor time management, insubordination, and intimidation by students result in disruptions in different schools and classrooms, leading to many suspensions in a year (Chaplain, 2003).

Research in Kenya has proven that various factors related to secondary school principals are major causes of student disturbances (Kiprop, 2012). Researchers also observed that poor management skills by heads of institutions of learning lead to cases of indiscipline (Kubai et al., 2017). This was approved by Mirit (2017), who pointed out that indiscipline in Kenyan secondary schools in Yatta District was associated with unclear and unfair school rules and

regulations, students not believing in the rules, disagreement on the rules by teachers and administrators, a lack of cooperation between teachers and administrators, inactive administration, and teachers having punitive attitudes.

With the introduction of free education for all (EFA) and universal secondary education (USE) in Rwanda through nine- and twelve-year basic education (9 and 12 YBE) schools in 2009, there have been increased enrollment figures in those schools. This has resulted in overcrowded classes and increased challenges for teachers to deliver effective teaching and learning, necessitating increased discipline enforcement. According to education reports, there are various cases of indiscipline among secondary school students. (Ministry of Education [MINEDUC], 2011)

Premature engagement in gender issues, leading to unwanted pregnancies and early marriage, is on the rise among students in 9 and 12 YBE schools. The possession of cell phones has also become a significant concern. Furthermore, indiscipline among students in 9 and 12 YBE schools has resulted in numerous instances of uncontrolled school outgoing and incoming behavior. These bad mannerisms end in school dropouts and poor academic performance (MINEDUC, 2011).

1.1 Statement of the Problem

The issue of students' behaviors in secondary schools in Rwanda is a critical issue for all education partners, such as educators, parents, and policymakers, among others. Students' behaviors can range from minor disruptions in the classroom to serious incidents of violence and aggression, which can have a negative impact on the learning environment, students' academic performance, and the overall well-being of the school community. An increasing number of secondary schools are reporting a wide range of potentially disruptive behaviors in classrooms and around schools. Many students are seen loitering in town streets, villages, and other places in their uniforms during class time, an indication of disrespect for school rules and regulations. (MINEDUC, 2011).

Secondary school discipline is a critical issue for all education partners, as instances of indiscipline, such as property destruction, disrespect towards administrators and teachers, and disregard for school rules and regulations, are on the rise. These unacceptable behaviors not only create an unsafe and unhealthy learning environment but also contribute to increased absenteeism, school dropouts, and lower academic performance (Mirit, 2017). To address the issue of students' behaviors in secondary schools, it requires comprehensive and significant school discipline policies that take into account the individual needs of students, the school culture, status, and school environment, as well as the social and economic factors that contribute to students' behavior problems. However, the study seeks to analyze the role of school discipline policies and their influence on secondary students' academic performance in Rwanda.

1.2 Research Objectives

(i)   To examine how the administration of school rules and regulations contribute to students' academic performance.
(ii) To examine how the students' restorative management practices influence students 'academic performance.
(iii) To interpret the correlation between the secondary school discipline policies and students 'academic performance.

1.3 Research Hypotheses

H_{01}: Administration of school rules and regulations has no significant influence on students' academic performance.
H_{02}: Restorative management practices have no significant influence on students' academic performance.
H_{03}: There is no significant correlation between school discipline policies and students' academic performance.

II. LITERATURE REVIEW

2.1 Theoretical Review
2.1.1 Mc Gregory's theory X and Y

According to McGregor (1960), in a school management context, theories X and Y can be applied to understand and address different approaches to leadership and motivation:

Theory X: This approach assumes that teachers and staff need to be closely monitored and directed. Also, school administrators following Theory X might believe that employees are inherently lazy and need constant supervision. They may adopt a more authoritarian leadership style, enforcing strict rules and procedures. This could result in micromanagement, low trust between administrators and staff, and a lack of empowerment among teachers.

On the other hand, Theory Y: This approach assumes that teachers are intrinsically motivated and capable of self-direction. School administrators following Theory Y might empower teachers by providing autonomy and opportunities for professional development. They could cultivate a collaborative environment that encourages teachers

to take the lead and innovate. This could lead to higher morale, greater job satisfaction, and increased creativity among staff.

By understanding and applying these theories, school leaders can tailor their management approach to create a positive and supportive work environment, ultimately enhancing teacher motivation and student outcomes.

According to John (2023), educational leadership theory recognizes the crucial role that school leaders play in creating and sustaining a positive learning environment. School leaders, such as principals and administrators, are responsible for setting the school's tone, values, and vision, which has a direct impact on the school culture. By fostering collaboration among staff members, educational leaders can promote a sense of community and collective responsibility for student success. Moreover, educational leadership theory highlights the importance of promoting student achievement through effective instructional leadership. Teachers expect school leaders to support them in implementing evidence-based instructional practices, providing resources and professional development opportunities, and monitoring student progress to ensure academic success.

Additionally, educational leaders are encouraged to engage with the broader community, including parents, local organizations, and policymakers. By building strong partnerships and communication channels, school leaders can increase student support, garner school resources, and advocate for policies that benefit the educational community as a whole. In essence, educational leadership theory underscores the multifaceted role of school leaders in driving positive change, fostering a culture of collaboration and continuous improvement, and ultimately promoting the academic success and well-being of all students (Kunni, 2021). Ideally, schools set rules and regulations for the proper management of students' various lifestyles, including the dos and don'ts. Conversely, regulations serve as authoritative orders with legal backing, aimed at fostering order and efficiency within an organization (Harris, 1998).

2.2 Empirical Review
2.2.1 Administration of School Rules and Regulations Contribution to Students' Academic Performance
Research on the influence of school discipline policies on students' academic performance in secondary school suggests a complex relationship. Some studies indicate that strict discipline policies can lead to improved academic outcomes by creating conducive learning environment, while others suggest that overly punitive measures may have negative effects on student engagement and achievement. Additionally, the effectiveness of discipline policies often depends on their implementation and alignment with students' developmental needs.

According to Skibe (2002) in his various publications and studies provides empirical evidence and analysis to demonstrate how certain discipline practices, such as zero-tolerance policies or harsh disciplinary actions, can contribute to negative academic outcomes for students. He advocates for alternative approaches that prioritize restorative justice, social-emotional learning, and positive behavior support to foster a safe and inclusive learning environment while promoting academic achievement.

According to Slavin (2014) has developed various instructional strategies and interventions aimed at enhancing student achievement, particularly through cooperative learning structures. Sliven's research emphasizes the importance of creating supportive and engaging learning environments to promote academic success for all students. This was evidenced psychologist David Yeager in his research on motivation, social psychology, and education. His work often explores the factors influencing student motivation, mindset interventions, and the impact of social-psychological factors on academic performance. Yeager's research highlights the role of having a clear school discipline policies, mindset beliefs, social belonging, and goal-setting in shaping students' academic outcomes and well-being (Yeager, 2012).

2.2.2 Students' Restorative Management Practices Influence Students 'Academic Performance
According to Stevenson (2003), in the study carried out, there are various types of restoratives that are administered in secondary schools. These include the different modes or forms that prevail in our schools in Rwanda, such as reprimand, bawling out, ridiculing sarcasm, belittling, name-calling, withdrawing privileges, social isolation, demotion, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal restorative, and restitution and detention or keeping students' after school.

Restorative practices in school discipline have gained attention as an alternative approach to traditional punitive measures. According to Skiba (2002), who conducted empirical studies examining the effectiveness of restorative practices in reducing exclusionary discipline and improving school climate, In their study, restorative practices aim to build relationships, repair harm, and promote responsibility and accountability within school communities. These practices often involve facilitated dialogues between offenders, victims, and other affected parties to address the harm caused by misconduct and find constructive resolutions.

2.2.3 Correlation between the Secondary School Discipline Policies and Students 'Academic Performance

According to the study by RAND Corporation that evaluated the implementation of restorative practices in Pittsburgh Public School in 2012, the findings indicated a significant reduction in suspension rates, particularly among African students and those from lower-income backgrounds. The program focused on building a positive school climate through techniques like statements, restorative questions, and a proactive circle. Also, the research suggests that schools implementing restorative practices tend to experience lower suspension and expulsion rates than schools using traditional punitive measures. This reduction in exclusionary discipline can contribute to improved school climate and student outcomes (Cruz et al., 2021).

Kunni (2021) conducted a study in the international journal Frontiers Psychology, examining the mediating roles of grit and school connectedness on students' well-being and academic performance. This research underscored that students with strong connections to their school communities experience better academic performance, enhanced motivation, and improved social behavior. The research found that restorative practices have been associated with increased feelings of belonging and connectedness among students and staff. By fostering a sense of community and belonging, these practices may contribute to a positive school climate and reduce incidents of misconduct. (Kunni, 2021)

Restorative practices contribute to the effectiveness of resolving conflicts, building community, and promoting social-emotional learning, according to a UK study. Clarke's work often emphasizes fostering positive relationships and creating inclusive environments in school and other settings. In addition to that, his study proved that restorative practices provide opportunities for students to develop social and emotional skills such as empathy, communication, and conflict resolution. By engaging in restorative processes, students learn to understand the impact of their actions on others and develop skills for resolving conflicts peacefully (Clarke, 2015).

III. METHODOLOGY

3.1 Research Design

The study employed descriptive survey design. Both quantitative and qualitative research methods were used. The qualitative involves interviewing the teachers and focus groups for the students so as to ascertain their perceptions and awareness on whether the school disciplines policies do affect their academic performance. Quantitative data was obtained through questionnaire from both the students and the teachers of the selected secondary schools. Secondary data was collected from different sources like textbooks, reports, journals and internet sources in order to gather adequate information for the problem of the study.

3.2 Population and Target Group

This research involved Head teachers, Deputy Head teachers, teachers and students in charge of discipline. The targeted population was 599 individuals from secondary schools.

3.3 Sampling Techniques

The study applied various sampling techniques to select a representative sample from the population of interest, which included Head teachers, Deputy Head teachers, teachers, and students in charge of discipline. Stratified sampling was used to ensure representation from different levels and perspectives within the population. By using Slovin formula where $n=N/(1+(N*e^2))$, the sample size of 239 was used in this study and stratifies sampling was used so that each category was represented.

3.4 Data Collection instruments
3.4.1 Documentary Review

Documentary review was used to systematically analyze and synthesize existing documentary sources including official correspondence, students' record marks, and students' discipline files and other published literature. The information collected through the review of documents enabled the researcher to cross-check the consistency of the information collected through the questionnaires.

In light of this study, documents such as punishment records sheet was consulted to obtain the kinds of punishment given, and the written records on number of students selected for some tasks or awards and the number of teachers associated with some events was also obtained. The use of documentary review enabled the researcher to record some information regarding the kinds of misbehavior and punishments given to the offenders and to obtain some information regarding the general performance as well as individual.
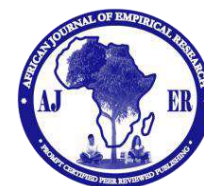
3.4.2 Questionnaire

A questionnaire was used to collect data through a series of questions designed to elicit specific information from respondents on the influence of school discipline policies and its influence to amplify the students' academic performance in secondary schools in Rwanda.

3.4.3 Interview

According to Kothari (2018) Interview guides were used because they assist the interviewer to remain focused during probing time for deeper information. Interview was used to collect information from teachers of the sampled schools.

3.5 Validity and Reliability

According to Hinkin (1998), validity is the extent to which a study measures what it claims to measure. It's about the accuracy and appropriateness of the conclusions or inferences made based on the data collected. Essentially, the validity of a study hinges on its ability to accurately measure its intended outcomes and the reasonable generalization or application of its findings to the larger population or context it seeks to represent. There are several types of validity, including internal validity, external validity, construct validity, and content validity, each addressing different aspects of the research process. Ensuring validity is crucial for maintaining the credibility and reliability of research findings. The supervisor closely guided the development of the questionnaire and interview guide to ensure the validity of the research instruments.

On the other hand, reliability refers to the consistency and stability of measurements or data over time and across different conditions. To put it simply, reliability pertains to whether repeating the same measurement under similar conditions yields identical results. When the same methods yield consistent results under similar circumstances, we consider a study reliable. Like validity, reliability is essential for ensuring the trustworthiness and credibility of research findings.

There are several types of reliability, including test-retest reliability, inter-rater reliability, and internal consistency reliability, each of which assesses different aspects of measurement consistency (Gagermann, 2012)

3.6 Data Analysis Procedure

Microsoft Office Excel and SPSS were used for analyzing the results from the questionnaire and interviews that could be given to the partners, such as students, teachers, and staff members (head teachers and dean of discipline), in order to have the analytical results. On the other hand, we employed this software to generate graphs that effectively communicated the research findings.

IV. FINDINGS & DISCUSSIONS

4.1 Response Rate

All the sampled respondents participated in the study (100%). This was sufficient for analysis. As a result, the study went on to analyze the finding.

4.2 Administration of School Rules and regulations and Students' Academic Performance

The study sought to examine how the administration of school rules and regulations contribute to students' academic performance

Table 1
Administration of School Rules and Regulations and Students' Academic Performance

Item Statement	SA	A	D	SD	Std. Dev.
School rules and regulations are updated regularly	39	48	100	52	27.4
Students and teachers involved in establishing school rules and regulations	0	19	20	200	94.0
School administrators are strict on students' dressing codes	139	50	50	0	57.9
School administrators are strict on possession of mobile phone during schooling	219	20	0	0	106.6
School administrators ensured that students wear school uniforms	220	11	5	3	106.9
Does school administrators ensured students punctuality	123	89	20	7	55.4
School administrators ensured the students class attendance	199	10	20	10	93.0
Does school rules and regulations affect students' academic performance	113	87	18	21	47.7

N=239

As represented in Table 1, some disparities were observed in students' response to statement about observance of school rules and regulations established by school administrators. Most of students and teacher (48.1%) disagreed that the school administrators do not update their school rules and regulations and this affect students' academic performance because some of these rules and regulations frustrate students.

The same trend applied to involvement of students in establishing the school rules and regulations and classroom attendance. The findings showed that students and teachers do not participate in establishment of school rules and regulations and this cause misunderstanding concerning to school rules between school administrators and students as well as teachers and this affect their academic performance. Nonetheless, concerning school administrators' recognition of the role of class monitoring in managing discipline in classroom, ensuring that students wear uniform, get permission before going out of school, being strict on dressing code, students' possession of mobile phones, students punctuality and attendance, over 55.4% of students and teachers are either strongly agree or agree. Similarly, 67.5% of teachers and students were in favor of the statement that the administration and management of school rules and regulations affect students' academic performance.

The findings above alike with the study of Slavin (2014), who found that instructional strategies including rules and regulations and interventions aimed at enhancing students' achievement, particularly through cooperative learning structure. Gyekye (2022) study also emphasized the importance of creating clear school rules and regulations that align with students' development rather than setting strong punitive measures. In his study, Slavin (2014) pointed out the harsh punitive measures taken by school administrators cause misunderstanding between school administrators and students and this affect negatively academic performance.

Table 2
Students' Restorative Management Practices and Students' Academic Performance

Item Statement	SA	A	D	SD	Std Dev.
The students are punished for the right reasons in the school	29	37	101	72	33.2
Do all students have a disciplinary file for recording their punishments	9	46	138	46	55.0
The discipline committee within the school handles students' disruptive behavior in dialogue and constructive manner	3	56	123	57	49.1
Students are given reasonable punishment adhere with mistake committed	32	59	43	105	32.1
Does school use dialogue, empathy, repairing and collaborative manner in addressing students misconduct	123	89	20	7	55.4
Does school provide guidance and counseling services to their students in correcting the student's misbehaviors?	32	64	89	54	23.6
The students served the restorative practices given without hesitation	115	85	32	7	49.1
All students are punished equally with the school	201	12	20	6	94.3

N=239

The second objective was to examine how the students' restorative practices management influences students 'academic performance. Restorative practices are a set of approaches and strategies used in schools, workplaces, and other communities to build and maintain healthy relationships, resolve conflicts, and address harm in a constructive manner. Instead of punitive measures, restorative practices focus on repairing harm, restoring relationships, and promoting accountability through dialogue, empathy, and collaboration. These practices emphasize the importance of fostering a sense of belonging, respect, and responsibility within the community, ultimately aiming to create a supportive and inclusive environment where everyone feels valued and heard.
The study indicated that Restorative practices can positively influence student academic performance by fostering a supportive and inclusive school environment.

When students feel connected, valued, and understood, they're more likely to engage in their studies, attend classes regularly, and feel motivated to excel.
Restorative practices also teach conflict resolution skills, reducing disruptions in the classroom and allowing for a more conducive learning environment. Overall, they promote a sense of belonging and accountability, which are essential for academic success. The research revealed that students from best performing schools agreed that they are punished for the right reason (27.7%), compared to the students from the least performing schools.

A low rate of students strongly agree that they have disciplinary files for recording the punishment while a high number of students (72.3%) are not agree with the punishments given. In the same trend a low rate of students (29.6%) agree that school administrators use dialogue, constructive manner in handling students' disruptive behaviors and this cause students resistance to the punishment given.

The rate of 13.3% agreed that school provides guidance and counseling instead of using hash punishment punishments for dressing students misbehaviors and this allow the increase of students' academic performance. In the opposite side, 59.8% of students disagreed that they are given hash punishment instead of restorative practice that affect negatively students' emotions and cause conflict between students and school administrators.

The above findings are comparable to those found in the study of Gyekye (2022), who found that effectiveness of restorative practices reduce exclusionary discipline and improving school climate. In their study, restorative practices aim to build relationship, repair harm; promote responsibility and accountability within school community. These practices address positively misconduct of students at school, rebuild student' morally, mentally and emotionally which will contribute to the advancement of students' academic performance.

The third objective was to interpret the correlation between the secondary school discipline policies and students 'academic performance in secondary schools. The research revealed that there is a correlation between school discipline policies and student academic performance. Harsh or punitive disciplinary measures can negatively impact students' emotional well-being, leading to disengagement, absenteeism, and ultimately, lower academic achievement. Conversely, schools with supportive, restorative discipline policies tend to have higher academic performance as they create conducive learning environment where students feel safe, respected, and motivated to succeed.

The above findings are aligned with the findings in the study by Harris (1998), who found that school set rules and regulations for the proper governing of the various styles of students intend to promote order and efficiency in the school and hence promote students' academic performance

Table 3
Academic Performance in National examinations from 10 sampled public schools in Ruhango District-Rwanda from the year 2020-2021, 2021-2022 and 2022-2023

| No	Name of the school	2020-2021			2021-2022			2022-2023		
		Number of candidates	Performers	percentage	Number of candidates	Performers	percentage	Number of candidates	Performers	percentage
1	CAG	89	89	100.0	100	100	100.0	90	90	100
2	College Karambi	81	81	100.0	68	66	97.1	72	70	97.2
3	Es Kigoma	110	108	98.2	56	54	96.4	54	52	96.3
5	Es Murama	102	100	98	110	110	100	120	118	98.3
4	Es Ruhango	68	66	97.1	60	58	96.7	56	54	96.4
6	ESAPAG	95	60	63.2	86	56	65.1	78	52	66.7
7	Gs Gitisi	64	42	65.6	54	36	66.7	46	30	65.2
9	Gs Murama	53	34	64.2	32	20	62.5	32	21	65.6
8	Gs Rubona	73	43	58.9	86	52	60.5	72	46	63.9
10	Gs Rwinyana	45	25	55.6	42	24	57.1	46	28	60.9

The findings from table above depict the performance of selected secondary school in National examinations. The results showed that the schools with high performance are the ones with high strong and strict school discipline rules and regulations and policies as well.

This implies that when a school has strong discipline policies and administer it effectively, this influence the academic performance of students in class assessments and National examinations. Contrary to this, the schools with lower academic performance of their students are doubtable to the enforcement and administration of their school discipline policies and this affect the academic performance of their students. Generally, the study showed that efficient and effective administration of school discipline policies influences positively the students' academic performance. These findings align with the study by Yeager (2012) that draws a link between clear school discipline policies and students' academic outcomes (Yeager, 2012).

4.2 Inferential statistics for the Research Objectives
4.2.1 Hypothesis One
Pearson correlation was carried to test the first research hypothesis namely: **H01:** Administration of school rules and regulations has no significant influence on students' academic performance. The findings were presented in in Table 4.
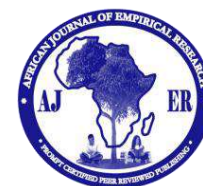
Table 4
Correlation between Administration of School Rules and Regulations and Students' Academic Performance

		Administration of School Rules and Regulations	Student acad. Performance
Administration of School Rules and Regulations	Pearson Correlation	1	-.678**
	Sig. (2-tailed)		.000
	N	239	239
Student acad. Performance	Pearson Correlation	-.678**	1
	Sig. (2-tailed)	.000	
	N	239	239

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

In table above, the Pearson correlation stipulated the correlation between the influence of school rules and regulations in upholding students' academic performance. The results above showed a significant influence at the 0.01 level though negative. The findings above aligned with the study of Slavin (2014), who found that instructional strategies including rules and regulations and interventions aimed at enhancing students' achievement, particularly through cooperative learning structure. Slavin (2014) study emphasized the importance of creating clear school rules and regulations that align with students' development rather than setting strong punitive measures. In his study, Slavin pointed out the harsh punitive measures taken by school administrators cause misunderstanding between school administrators and students and this affect negatively academic performance.

This implied that as the rules and regulations were not effectively enforced, students became more reluctant in the observation of the rules and Regulations, the performance significantly ($p = 0.000$, $r=-0.678$) dropped.

All the Head Teachers interviewed categorically pointed out that their schools had well stipulated school rules and regulations. The school rules and regulations are among the measures intended to impart good mannerisms of students such as self- esteem, punctuality, orderliness, and obedience to school authority but when they are implemented in harsh and aggressive manners, they endorse misunderstanding between school community members (Rice, 2018).

4.2.2 Hypothesis Two
The second hypothesis was: H02: Restorative management practices have no significant influence on students' academic performance. This was also tested using Pearson correlation as shown in Table 5.

Table 5
Influence of Restorative Management Practices on Students' Academic Performance

		Student Performance	Administration of restorative
Student Performance	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	239	239
Administration of Restorative	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	
	N	239	239

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

As indicated in table above, the Pearson correlation established the influence of restorative practices on students' academic performance in secondary schools. The results above show a strong positive meaningful correlation between restorative practices and its influence on students' academic performance ($r=0.668$, $P=0.000$), the correlation is meaningful because the $P<0.01$ which is the determinant of the meaning. The study did not confirm the null hypothesis as there was an indication of a strong meaningful influence of restorative practices at school level in enhancing students' academic performance as well as students' emotional and psychological capability.

The findings above are aligned with the study of Stevenson (2003) who explicated the various types of restoratives that are administered in school environment. His study showed that restorative practices in school have gained attention as an alternative approach to traditional punitive measures. This was evidenced by the study of Skibe (2003), who found that effectiveness of restorative practices reduce exclusionary discipline and improving school climate. In their study, restorative practices aim to build relationship, repair harm; promote responsibility and

accountability within school community. These practices address positively misconduct of students at school, rebuild student' morally, mentally and emotionally which will contribute to the advancement of students' academic performance.

This implies that school administrators in collaboration with teachers should enforce restorative practices in addressing students' misconduct rather than physical or harsh punishments.

4.2.3 Hypothesis Three

The third research hypothesis was: H03: There is no significant correlation between school discipline policies and students' academic performance. This was tested using Pearson correlation as shown in Table 6.

Table 5

There is a Significant Correlation between School Discipline Policies and Students' Academic Performance.

		Student Performance	School Discipline Policy
Student Performance	Pearson Correlation	1	.236**
	Sig. (2-tailed)		.000
	N	239	239
School discipline Policy	Pearson Correlation	.236**	1
	Sig. (2-tailed)	.000	
	N	239	239

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

In the table above, the Pearson correlation establishes the correlation between school discipline policies and students' academic performance in secondary school. The results above showed appositive meaningful correlation between school discipline policies and students' academic performance (r=0.236, p=0.000), the correlation is meaningful because the P<0.01 which is determined level of meaning.

The study findings did not confirm the null hypothesis as there was an indication of a meaningful correlation between school discipline policies and students' academic performance. The above findings are aligned with the findings in the study by Harris (1998), who found that school set rules and regulations for the proper governing of the various styles of students intend to promote order and efficiency in the school and hence promote students' academic performance.

This was evidenced by the research conducted by psychologist Yeager (2012), who found that school code of conduct, student motivation, mindset interventions, social belonging and goal setting are the key determinant in shaping students' academic outcomes and well being as well.

The implication of the findings is that enforcement of school discipline rules and regulations by school administrators and teachers influence the academic performance of students and create conducive learning environment.

V. CONCLUSIONS & RECOMMENDATIONS
5.1 Conclusions

The study required to establish the influence of school discipline policies on students' academic performance in secondary schools. The study recognized that school heads have a challenge of students who are not conscious of school rules and regulations much as they are given copies and therefore purple them.
Many of students just abandon them without reading through them so as to be able to get their real meanings a sign of lack of sensitization and consciousness to students from school managers.

Many students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in school that affects their academic performance.

The study established that students at time are not punished for the right cause. Various forms of punishments were also discovered such as hard labor, caning, cleaning toilets and compound, suspension from school and expulsion, kneeling or standing in front of the class, exercise drills among others.

Punishment were also proved by head teachers to be a way of keeping order and maintaining discipline in school provided they fit the committed offences. However all agreed that these punishments are at times unfairly administered, as they are not given for the right cause making students dissatisfied. This raises students' anger which could result into violent behavior could result into a lot of damage to school property such as classes, dormitories,

library materials, laboratories and all of which affects students' academic performance.

Therefore, for addressing these bad behaviors, there should be a clear school discipline for improving the students 'academic performance, thus, the study revealed that clear school discipline policies influences the academic performance.

5.2 Recommendations

The education policy makers have to make common measures on school discipline Policies and improve monitoring and evaluation on the applicability of the rules and regulations in order to prevent indiscipline cases that can provide non-performance of students' academic.

The school managers call for to be qualified in restorative practices like teach conflict resolution skills, reducing disruptions in the classroom and allowing for a more conducive learning environment.

Overall, they promote a sense of belonging and accountability, which are essential for academic success. In additional, school mangers are advised to promote guidance and counseling services in school to guide students in academic endeavors as well as counseling them in psychosocial issues. Students can also be counseled to make them understand the offences they commit and why they should be punished.

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