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**CONTRIBUTION OF INTERNAL RULES AND REGULATIONS APPROACHES TO THE
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN GASABO DISTRICT, RWANDA**

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ABSTRACT

This study explores the contribution of internal rules and regulations to academic performance in secondary schools within Gasabo District, Rwanda. Internal rules, including policies on attendance, discipline, behavior, and student assessment, are essential in creating a structured and conducive learning environment. By ensuring consistency and reducing classroom distractions, these regulations directly impact students' focus and engagement, leading to improved academic outcomes. Additionally, attendance policies and behavioral expectations contribute to enhanced student accountability and academic discipline, resulting in higher achievement levels. Discipline is an important component of human behavior, and one could assert that without it, an organization cannot function well toward the achievement of its goals. The aim of this study was to assess the impact of school rules and regulations on students' perception toward promoting good behavior. The data were obtained from 278 respondents through a mailed questionnaire instrument. The data were tabulated, and Pearson's chi-square test was applied for inferential analysis. Around 33.1% of the students had a negative perception of school rules and regulations about promoting good behavior, whereas 66.9% of them had a positive perception. A p-value of 0.015 (Discipline is an important component of human behavior, and one could assert that without it, an organization cannot function well toward the achievement of its goals. The aim of this study was to assess the impact of school rules and regulations on students' perception toward promoting good behavior. The data were obtained from 438 respondents through a mailed questionnaire instrument. The data were tabulated, and Pearson's chi-square test was applied for inferential analysis. Around 33.1% of the students had a negative perception of school rules and regulations about promoting good behavior, whereas 66.9% of them had a positive perception. A p-value of 0.015 (In a proper learning situation, a disciplined student is the one expected to do the right things at the right time. Students' attitudes on school rules and regulations and perception toward promoting good behavior were statistically associated at a p-value of 0.012. Parents' educational levels had a significant effect on students' perception toward promoting good behavior. Generally, students' awareness on school rules and regulations, parents' education levels, civics and ethical education scores, and students' attitudes toward promoting good behavior were found as significant effects on perception toward promoting good behavior.

Keywords: Internal Rules, Academic Performance, Secondary Schools, Discipline, Gasabo District, Rwanda

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INTRODUCTION

The role of internal rules and regulations in shaping academic performance is widely acknowledged in educational systems globally. Schools that implement well-structured policies tend to create disciplined environments that promote learning and achievement (Durlak *et al.*, 2015). Effective school regulations ensure that students adhere to guidelines, which helps minimize distractions and create a positive atmosphere conducive to education. In various countries, policies related to attendance, behavior, and discipline have been linked to improved student outcomes, as they establish clear expectations and reduce classroom disruptions (Jensen *et al.*, 2019). For instance, in the United States, schools with strict discipline policies have seen significant improvements in academic performance, particularly in underperforming schools (Owens, 2020). Similarly, countries like Finland and Singapore have utilized well-implemented school regulations as part of their broader educational strategies, contributing to their high rankings in global education assessments (OECD, 2021).

According to Giwa and Hafizah (2024) student discipline is character development and modification for good reason. And as such students' discipline aims at helping students develop moral character and moral progress. Academic performance is a student's measurable and observable behavior over a period of time. It includes a student's performance in assessments such as class exercises, class exams, mid semester, mock examinations, and end-of-semester examinations (Hakizayezu & Andala, 2022).

According to Uwizeyimana and Sikubwabo (2021), 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. Generally, indiscipline is a disruption and danger to effective learning and deteriorates learner academic performance.

Poor performance is a consequence of student disobedience on the teaching-learning process. This so because so much time is spent on disciplinary matters and so little time is spent on teaching, the curriculum is not completed, resulting in students' poor preparation in exams and learning. School discipline has a substantial influence on academic achievement in the classroom. Because of this negative behavior, the school infrastructure as well as any other resources/materials are harmed. They end up causing havoc with the school's culture. Teaching becomes a challenge, and overall performance falls well short of expectations. Indiscipline is an issue since it leads to poor performance. Undisciplined children usually do poorly in school (Hitayezu & Andala, 2022).

In Nigeria, Muhammad, and Muhammad (2010) noted that a school is where children are socialized for positive morals values. He added that it is very clear that it is needed to provide guidance to children towards the real ways. The role of internal rules and regulations in enhancing academic performance has gained significant attention in Nigeria's educational sector. Secondary schools in Nigeria, much like those in other African countries, face challenges related to discipline, attendance, and behavior, which directly impact students' academic outcomes. Effective school policies, which regulate student conduct, attendance, and assessment, are critical for creating an environment conducive to learning (Adewale & Aremu, 2021). Research has shown that schools with strict internal regulations often experience better academic performance, as these rules help reduce classroom disruptions and encourage student accountability (Olusola, 2020). In particular, the enforcement of disciplinary policies and regular assessments have been identified as key factors in promoting academic excellence in Nigerian secondary schools (Okafor & Olayemi, 2022).

In Kenya, a study carried out by Simatwa (2012) on discipline in secondary schools postulated that mechanisms such as corporal punishments, suspension, thrusting, imprisonment among others were employed to ensure sustainability in the students' behavior at school. For Uganda's case, Kiggundu revealed that schools

possessed written guidance and instructions which were vague and in any case rules and regulations required amendments to ensure the right student behavior.

In Rwanda, 9 Year Basic Education (9YBE) was introduced in 2009 for implementing and attain the education for all (EFA). The adoption of 9YBE increased children's registration. Consequently, the number of teachers and classrooms has been increased with the average teacher ratio of 45.6. Research carried out by Omote, et al. (2015) demonstrated that the availability of classrooms led to 50 pupils for each class. In this case the number of teachers per pupils became so large and subsequently became a challenge to teachers to implement anti disciplinary measures.

Discipline was seen as a necessary part and indeed the fundamental part of education because of it regulates students' behaviour and prevents misconduct where punishments are clarified if rules are broken. This is very important in the present time for students when exposed to the increase of the influence of modernity (Njoroge, 2014). The situation rather become worse where young teachers are not protected from bad influence such as films and media which have dangerous contents.

Problem Statement

In the present time, schools in Rwanda have had challenges of indiscipline among students. The current wave of indiscipline among student is most disturbing and it demands immediate attention of all stakeholders in the education sector. Indiscipline among student manifest mainly in various unacceptable behaviors by student in and outside the school. It includes unwanted behaviors like violence, fighting and hooliganism, truancy at school, improper dressing even when they wear their uniform, moral laxity, gambling and other immoral acts, drug abuse, premature sex engagement, alcoholism (Ministry of Education 2018).

It has been observed that indiscipline is learn from school peers, from neighborhood, from families and from communities, and as such teachers have failed to control pupils' indiscipline. Even then students are not bonded to the parents, lack of serious monitoring of their children to the extent that children lapse into alcohol, truancy, drugs, and prostitution. Williams Buningwire (New times, 28 June 2021), indicates that “ a student of southern province was arrested for forming a gang group, intentionally destroying property for schools and households, holding genocide ideology, Divisionism and general public disorder”. Students of such a character lose touch with school and cannot perform well.

Indiscipline in the school can be blamed one part on the parents where children have been neglected, there is ignored upbringing of children by their parents that is brought about by little time spent with their children. This has resulted with unwanted pregnancy among schoolgirls aged between 16-19 years.

Thus, of education statistics shows that about 17500 schoolgirls dropped out of the school due to poor discipline. The recent report from Gasabo district shows that, at least 1500 schoolgirls were pregnant in 2015. Moreover, in some schools in Gasabo district many students were caught consuming alcoholic beer and marijuana, refusing to pay money for food and use it to buy drugs, (Gasabo district education office reports, and 2015.)

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 (Ruzibiza & Ndagijimana, 2024)

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 (Ruzibiza & Ndagijimana, 2024).

Further, the Rwanda Education Board report of 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 (Uwizeyimana & Sikubwabo, 2021).

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 (Ruzibiza & Ndagijimana, 2024).

According to Ruzibiza and Ndagijimana (2024) 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 Ruzibiza & Ndagijimana (2024), 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 Ruzibiza & Ndagijimana (2024), 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.

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 (Ruzibiza & Ndagijimana, 2024).

To eradicate all forms of indiscipline, schools design internal rules for the school to cater for indiscipline cases, the problem is that these rules and regulations are not implemented in a proper way.

Some teachers have also contributed to the problem of indiscipline ravaging our schools, by drinking too much alcohol and by abusing sexually students. It therefore leads to wrong upbringing of students. Since the mentors to whom students could copy and learn good behaviors are the ones who mislead them. These acts of violation of school rules and regulations may be due to the lack of discipline enforcement approaches (Habiya mbere, 2017). Currently, there is no tangible evidence on the relationship between students mentoring by teachers and academic performance in Rwanda secondary school. Therefore, there is a need to investigate the extent at which internal rules and regulations approaches can enforce academic performance in secondary schools in Gasabo district Rwanda.

Objective

To assess the contribution of internal rules and regulations approaches to the academic performance in secondary schools in Gasabo District, Rwanda.

LITERATURE REVIEW

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 and subsequent poor performance of students (Ruzibiza & Ndagijimana, 2024).

According to Odoyo et al (2016), researchers appreciate that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals. In the context of a school system, a disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school. However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong. He at the same time hints that discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance. It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers.

According to Odoyo et al (2016) where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' academic performance. Furthermore, it is necessary for effective school management and accomplishment of its goals. Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society. Among students, according to Ali et al., it is any form of misbehavior which a student can display in several ways such as disobedience, destruction of school property, poor attitude to learning, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism.

Students discipline in secondary schools is a major concern as highlighted in many national and international education research and reports. Students discipline referred to behavior modification for good reason. In fact, student discipline consists of the establishment of rules, regulations for good conduct and one has to sure that guidance is fully implemented. According to Odoyo et al (2016) teaching staff is eager to achieve good conduct and discipline for ensuring a conducive environment for studies.

Odoyo et al (2016) finds that student indiscipline is experienced in schools globally A study in West Virginia in the United States of America (USA) revealed that about 29.6% of 160,480 students (from grade 3 to 11) had one or more referrals for inappropriate behaviors. In Africa, researchers have pointed out the seriousness of indiscipline in schools in various countries. The countries include Ghana, South Africa, Botswana Nigeria, and Tanzania. Umezina and Elendu for instance, observed that indiscipline among learners in Nigeria was

high and experienced at all levels including primary schools. In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014).

The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure, Mukuria, and Kithae (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013).

The existing empirical literature on discipline management strategies and students' academic performance. In this regard, most approaches used which were adequate are leadership styles, teaching strategies and rules and regulations. A study carried out by Omote, *et al*, (2015). Contended that teaching strategies is the most adequate model in ensuring discipline in secondary schools. The author used a sample six of 63 school principals in Israel and a semi structured interview questionnaire. Findings from that study used adequate method more adequate in managing and asserting discipline of students in those selected schools through teaching strategies. Results from the above study recommends the adoption of several appropriate teaching strategies within classroom to ensure class attendance and academic achievement.

Research undertaken by Way (2011) on the effects on rules and regulations on academic success, demonstrated that rules and regulations affected either positively or negatively the behavior of student at school but is the crucial element in overcoming indiscipline among secondary schools. The findings from a study of Ofoyuru and Tokk (2011) in Uganda evidenced that rules and regulations helped school to attain the discipline desired among students, they have identified that rewards, punishment, and career guidance to be effective tools for ensuing learners' performance. The use a cross-sectional research design among 449 respondents. They recommend that positive and negative reinforcement strategies are very important for school management in secondary school in Uganda.

In Kenya, research conducted on students 'misbehavior and students' learner academic performance in secondary schools demonstrated that corrective, supportive and rewards, communicative and counselling were commonly used in secondary school for managing school discipline (Kranja & Bowen, 2012). However, the study evidenced that near 90% of students in secondary schools in Kenya chose counselling approach as appropriate tool for managing discipline among students.

In addition, research undertaken by Sumatwa (2012) in the management of indiscipline cases argued that role leadership styles of school principals, teaching staff and parent representatives in secondary schools in Kenya in Bungoma County. Findings show that school principals and depute principals used diversified discipline strategies (Karega, 2015).

The issue of punctuality in term of class attendance require the appropriate time management and this enhance academic performance. Therefore, students with adequate time management strategies are those to acquire high performance and grades. However, negative enforcement of rules and regulations can affect students' academic achievement. A study carried out by Omote, *et al.*, (2015) on good practice of students in secondary school evidenced that class with positive behavior, teaching strategies were among good jobs in the world. Therefore, the misbehavior is very bad due to their capacity to render students in low level of performance.

Innocent and Andala (2021) mention that students' performance in secondary schools has fallen in standards as far as education is concerned. It is further suggested that implementing school rules, regulations and punishment of students was reported to be administered in an unfair manner and this exacerbated the

dissatisfaction and anger among students' fraternity and this has culminated into indiscipline tendencies like attacks, sabotage of school property as well as violence among students.

Additionally, 21st century is characterized by the progression of bad behavior and indiscipline and disciplinary issues are more likely to impede academic success of students. In the case of Rwanda indiscipline has been identified by in the Rwandan secondary schools after the 1994 genocide against the Tutsi. Children exhibit negative behavior such as impoliteness, intolerable unwritten countenance of displeasure, intimidation, embargo of educations attacks and offensive conduct (Innocent & Andala, 2021).

METHODOLOGY

A study design is denoted as process, the plan and structure of research process (Kothari, 2011). That is why the study was conducted in terms of descriptive and correlational design. Correlation research describes the degree to which the variables are related, it is considered the degree to which a relation exists between two or more quantifiable variables. This research adopted descriptive study design. A descriptive study design is analytically that was adopted and attempt to explain conditions through a comparison regarding perceptions, ideas and experience related to the research topic (Omari, 2018).

Descriptive research helped researcher to describe a population, situation or phenomenon. It may give responses what, when, where and how questions, but not questions. A descriptive research design uses a large variety of research methods to assess one or more variables. In this study, a descriptive research design was used for the first and second specific research objectives. Thus, this study used a correlation method to collect information for the purpose of assessing whether and to what degree a correlation exists between discipline enforcement approaches and students' academic performance in public secondary schools in Gasabo district in Rwanda.

Target Population

Targeted population is a set of objects, subjects, and persons deemed to have adequate information to the study subject. It is the total number of a group of people which had relevant information (Omari, 2011). To meet main objectives of this study, researcher used questionnaire and interviews as data collection instruments and the respondents were the school head teachers, deputy head teachers in charge of discipline, teaching staff and students while the main targeted populations were 278 participants from G.S Ndera, G.S Gasogi, G.S Bumbogo, G.S Kabuga, G.S Rwanyanza, G.S Rutunga, G.S Gisozi, G.S Kimironko I, E.S Gikomero and Fawe Girls' school public secondary schools in Gasabo district, Rwanda.

Sample Design

The study cannot employ all respondents with their availability and their time, there is a need of a preventative sampled population known as a sample (Kothari, 2011). The sample design had sampled size and techniques of sampling.

Sample size

Sampling refers to the process followed during the selection of subjects to be included in the research (Jackson, 2011). The Yamane formula was used to calculate the sample size.

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

where n stands for sample size.

n is the sample size,

N= is the target population of the study,

e= the expected degree of precision,

Where precision; e=1-precision p = 0.95

In this study, N is equal to 278 e=margin of error=1-0.95 = 0.05 e is equal to 0.05. if N is 278

$$n = \frac{278}{1 + 278(0.05^2)} = 164$$

Table 1: Targeted population and sample size

Respondents	Population	Percentages %	Simple size
Head teachers	17	6.09	10
DOD	17	6.09	10
Teachers	60	21.36	35
Students	184	66.46	109
TOTAL	278	100	164

Source: Researcher (2022)

This information shows 10 head teachers, 10 discipline in charge, 35 teachers and 109 students.

Sampling techniques

According to Kothari (2011), sampling technique is defined as the process or technique of selecting units of analysis from the entire population or subjects. The researcher used a simple random sampling to get information from the sample, because it assumed equality of people to be selected for participating in the researcher process. The researcher employed a simple random sampling technique to choose respondents among students in secondary schools. In this regard, students from secondary school advanced level were selected due to their maturity in providing responses and adequate information. The researcher used stratified sampling technique for selecting teaching staff members relying on their expertise in teaching services. Head teachers were selected purposively due to the issues of discipline management in Gasabo district.

Data Collection Methods

Collecting information refers to a process of obtaining required evidence and fact for each selected unit in the survey (Rubin & Babbie, 2016).

Data Collection Instrument

Data collections instruments in this research were questionnaire and interview guide. Questionnaire was used as the main instruments; the questionnaire was designed to students and teachers and interview guide was designed for 10 head teachers and 10 deputies in charge of discipline.

The second data collection method that was used is interview. Interview consists in knowing relevant information to the research subject through views, experience and familiarity of key informants. Interview guide was designed and was used to conduct collect data from, head teachers, teachers and depute in charge of discipline. Therefore, after data collection a comparative method was very important to the researcher in order to see whether schools which had high academic performance in National exam results and those who had low academic performance in national exam results differ in discipline enforcement approaches.

Data Collection Instruments Administration

The data collection instruments were administered by the researcher himself directly to the participants and the researcher handed out the questionnaire to the respondents for judging their face validity. The researcher verified the questionnaire visibility, order of question items if the identification of participants are hidden and their singularity and then after research managed the questionnaire administration. The respondents and researcher discussed and agreed on the date to submit the completed questionnaire where the researcher make all possible arrangement for collecting the filled questionnaires materials himself, Researcher provided enough time to the respondents for answering every asked question.

Reliability and validity

The validity is the process by which person evaluate if the contents of questionnaires are related with the research purpose (Polit & Hungler, 1995) and validity is measured with the focus of materials procedures for

all issues to be resolved (Brink, 1996). It was monitored and assessed by the campus supervisor and make sure if all data collection materials contain the all items related with study objectives and both questionnaire and interview guide were drafted in manner it contains enough question for each objective and meet the research purpose.

The researcher makes interview guide by using easy languages and make clarification of instruction to head teachers, teachers and directors of discipline staff during interview, the validity contents were measured in the more questionnaire items that were arranged based on the skills and critical thinking of every group of participants.

Reliability is like the evidence of materials to give the parallel results while practiced at similar persons even if there are the different periods or with different enumerators (Polit & Hunger, 1995). To measure the results reliability, test and retest all methods that were used. The helpful material had been managed to the stable categories of respondents and it were just the once used to bring the findings and the response from the second trial were like the first trials therefore the material or instrument were taken as reliable.

To monitor and evaluate the material reliability, researcher allows many conditions which may challenge the participants for maintaining the good knowledge and attitude in the process of answering each item in the questionnaire.

Procedures for data analysis

Qualitative data and quantitative data from data collection instruments were summarized in the frequencies, means and percentages and all data collected were analyzed with the use of statistical product and service solution 26.0.

Quantitative methods were employed by using SPSS version 26.0 for data analysis and This software was used to organize and summarize the numbers by means of statistical materials such as means, percentage, standard deviation and correlation coefficients, ANOVAs, Model summary, coefficients as regression model to ensure the for impact and relationship between two variables.

Ethical Considerations

An authorization to conduct this research firstly was issued by Mount Kenya University and Gasabo district administrator. The information sheet explaining all evidence on the study and rights of respondents were granted prior, anonymity, privacy of the participants, leave or to withdraw without prejudice; no risk and harm was explained to participants prior to the study. The importance of this research was clarified to participants before administration of research process; the participants had all priority to ask about any items from the questionnaire, they were assured about confidentiality of information. All information that was provided was treated confidentially and used for academic purpose and the respondents are allowed to indicate their name or not are allowed to request the researcher about the results of the study.

RESULTS AND FINDINGS

Demographic Characteristics of Respondents

The analyzed demographic characteristics of participants were very crucial to the researcher; this information was a baseline statistic to the research findings. The demographic characteristics were gender, age, and educational background of respondents. The results were presented in the tables as follow.

Table 2: Demographic Characteristics of Respondents (Students)

Attributes	Frequency (n=109)	Percentage (%)
Gender		
Male	45	41.3
Female	64	58.7
Classes of Students		
Level four	24	22.0
Level five	34	31.2
Level six	51	46.8
Age Group of Students		
12-15	11	10.1
16-20	56	51.4
21-30	42	38.5
Total	109	100.00

Source: Primary data, (2024)

The gender, classes, and age group of students' distribution of respondents are presented in Table 4.1. The researcher was concerned in the gender distribution of respondents. Out of 109 students, 41.3% were men and 58.7% were women. Researcher was concerned in classes of students, 22.0% were in level four, 31.2% were in level five, and 46.8% were in level six. On age group of students, 10.1% were in range of 12-15 years, 51.4% were in range of 16-20, and 38.5% were in range of 21-30 years old.

Table 3: Demographic Characteristics of Respondents (Teachers)

Attributes	Frequency (n=35)	Percentage (%)
Gender		
Male	21	60.0
Female	14	40.0
Age Group of Teachers		
20-30	6	17.1
31-40	20	57.1
41-50	6	17.1
51 and above	3	8.7
Education level of Teachers		
High School Certificate (A2) level	5	14.3
Diploma (A1) level	12	34.3
Bachelor (A0) level	18	51.4
Total	35	100.00

Source: Primary data, (2024)

The gender, age group, and education level of teacher's distribution of respondents are presented in Table 4.2. The researcher was concerned in the gender distribution of respondents. Out of 35 teachers, 60.0% were men and 40.0% were women. Researcher was concerned in age group of teachers, 17.1% were in range of 20-30 years, 57.1% were in range of 31-40, 17.1% were in range of 41-50 years, and 8.7% were in range of 51 years old and above. On education level of teachers, 14.3% had high school certificate (A2) level, 34.3% had a diploma (A1), and 51.4% had a bachelor (A0) level.

Presentation of Findings

This part presents the results from the data analyzed, the study was to assess the contribution of internal rules and regulations approaches to the academic performance in secondary schools in Gasabo District, Rwanda. The analysis was based on the objective of the study. The results were presented and interpreted as follow:

Table 4: Contribution of internal rules and regulations approaches to the academic performance in secondary schools (Students)

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Sd
	N	%	N	%	N	%	N	%	N	%	N	Mean	
The school ensure that students have paper of rules and regulations	0	0	0	0	0	0	71	65.1	38	34.9	109	4.35	.479
Schools are strict on student's class attendance	0	0	0	0	0	0	36	33.0	73	67.0	109	4.67	.472
Schools are very strict on the possession of phones by students	0	0	0	0	0	0	51	46.8	58	53.2	109	4.53	.501
Inspection and supervision	0	0	0	0	24	22.0	34	31.2	51	46.8	109	4.25	.795
Students are involved in the formulation of the school rules and regulations	21	19.3	36	33.0	16	14.7	36	33.0	0	0	109	2.61	1.138
Schools preserve that students have permission before leaving school compound	0	0	0	0	15	13.8	66	60.6	28	25.7	109	4.12	.620
Overall Mean											4.088		

Source: Primary data, (2024)

This study analyzed the contribution of internal rules and regulations approaches to the academic performance in secondary schools in Gasabo District, Rwanda. The data was analyzed, out of 109 students, on that school ensures that students have paper of rules and regulations, the 65.1% agreed and 34.9% strongly agreed that school ensures that students have paper of rules and regulations. On that schools are strict on students' class attendance, the 33.0% agreed and 67.0% strongly agreed. On that schools are very strict on the possession of phones by students, the 46.8%% agreed and 53.2% strongly agreed.

On inspection and supervision, the 22.0% were on neutral side, 31.2% agreed, and 46.8% strongly agreed. On that students are involved in the formulation of the school rules and regulations, the 19.3% strongly disagreed, 33.0% disagreed, 14.7% were on neutral side, and 33.0% agreed that students are involved in the formulation of the school rules and regulations. On that schools preserve that students have permission before leaving school compound, the 13.8% were on neutral side, 60.6% agreed, and 25.7% strongly agreed. The overall means of results was 4.088 that was between agree (4) and strongly agree (5), it presented that the contribution of internal rules and regulations approaches were significantly to the academic performance in secondary schools in Gasabo District, Rwanda.

Table 5: Contribution of internal rules and regulations approaches to the academic performance in secondary schools (Teachers)

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Sd
	N	%	N	%	N	%	N	%	N	%	N	Mean	
Rules and regulations lead to high scores	0	0	0	0	0	0	20	57.1	15	42.9	35	4.43	.502
Due to guidance and counselling, the grades have improved	0	0	0	0	0	0	14	40.0	21	60.0	35	4.60	.497
Teachers participate in formulation of rules and regulations	0	0	0	0	5	14.3	21	60.0	9	25.7	35	4.11	.631
Rules and regulations improved transition rate	0	0	0	0	0	0	7	20.0	28	80.0	35	4.80	.406
Overall Mean												4.485	

Source: Primary data, (2024)

This study analyzed the contribution of internal rules and regulations approaches to the academic performance in secondary schools in Gasabo District, Rwanda. The data was analyzed, out of 35 teachers, on that rules and regulations lead to high scores, the 57.1% agreed and 42.9% strongly agreed that rules and regulations lead to high scores. On that due to guidance and counselling, the grades have improved, the 40.0% agreed and 60.0% strongly agreed. On that teachers participate in formulation of rules and regulations, the 14.3 were on neutral side, 60.0% agreed and 25.7% strongly agreed. On those rules and regulations improved transition rate, the 20.0% agreed and 80.0% strongly agreed. The overall means of results was 4.485 that was between agree (4) and strongly agree (5), it presented that the contribution of internal rules and regulations approaches were significantly to the academic performance in secondary schools in Gasabo District, Rwanda.

Table 6: Students' academic performance in public secondary schools (Teachers)

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Sd
	N	%	N	%	N	%	N	%	N	%	N	Mean	
Role modelling improved transition rate	0	0	0	0	10	28.6	25	71.4	0	0	35	3.71	.458
Guidance and counselling improved transition rate	0	0	0	0	0	0	16	45.7	19	54.3	35	4.54	.505
Students obtained awards due to regular attendance	0	0	0	0	10	28.6	16	45.7	9	25.7	35	3.97	.747
Students obtained good scores due to teachers mentoring approaches	0	0	0	0	0	0	11	31.4	24	68.6	35	4.69	.471
Overall Mean												4.227	

Source: Primary data, (2024)

Table presents the results of students' academic performance in public secondary schools in Gasabo District, Rwanda. The data was analyzed, out of 35 teachers, on that role modelling improved transition rate, the 28.6% were on neutral side, 71.4% agreed that role modelling improved transition rate. On that guidance and counselling improved transition rate, the 45.7% agreed and 54.3% strongly agreed. On that student obtained awards due to regular attendance, the 28.6 were on neutral side, 45.7% agreed and 25.7% strongly agreed.

On students obtained good scores due to teachers mentoring approaches, the 31.4% agreed, and 68.6% strongly agreed. The overall means of results was 4.227 that was between agree (4) and strongly agree (5), it

presented that there was a significant relationship between mentoring enforcement approaches and students' academic performance in public secondary schools in Gasabo District, Rwanda.

Table 7: Relationship Between Internal rules and regulations and Students' Academic Performance

		Internal rules and regulations	Student's Academic performance
Internal rules and regulations	Pearson Correlation	1	.818**
	Sig. (2-tailed)		.000
	N	35	35
Student's Academic performance	Pearson Correlation	.818**	1
	Sig. (2-tailed)	.000	
	N	35	35

Source: Primary data, (2024)

Table presents the relationship between relationship between Internal rules and regulations and students' academic performance in public secondary schools in Gasabo District, Rwanda. The Statistical Package for Social Sciences (SPSS) software version 26.0 was used to determine the pearson coefficients. The pearson coefficients relationship are between -1 to 1 whereby -1-to-0-point negative relationship and 0-to-1-point positive relationship. From -1 to -0.5 marks high negative & from -0.5 to 0 marks low negative relationship, and from 0 to 0.5 presents low positive & from 0.5 to 1 presents high positive relationship. The results of data analysis presented that the relationship between internal rules and regulations and student's academic performance was .818**. It was presented that there was a statistically significant relationship between internal rules and regulations and students' academic performance in public secondary schools in Gasabo District, Rwanda.

CONCLUSION AND RECOMMENDATIONS

This study assessed the contribution of internal rules and regulations on students' academic performance in selected public secondary schools in Rwanda a case of Gasabo district, Rwanda. The conclusions taken based on the results from data analysis.

The contribution of internal rules and regulations approaches to the academic performance in secondary schools, the results concluded that the contribution of internal rules and regulations approaches were significantly to the academic performance in secondary schools. It presented that the relationship between internal rules and regulations and student's academic performance was .818** concluded that there was a statistically significant relationship between internal rules and regulations and students' academic performance in public secondary schools in Gasabo District, Rwanda.

The study suggested the following recommendations:

The ministry of education should assist the schools to set policies that can help schools' administration, teachers, and parents to set schools' rules and regulations in order to control students for academic performance.

The schools' administrations should organize the rules and regulations based on ministry of education policies that strengthen the discipline promoting students' academic performance. The parents should be involved in promoting wanted behavior & discipline for supporting schools in management and promoting student academic performance. The students should follow the advice from parents and follow the school rules and regulations, this will help them to perform lessons at schools.

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