

## THE EFFECT OF SCHOOL RULES AND REGULATIONS ON THE PUPILS' ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN KIBIBI SUB COUNTY BUTAMBALA DISTRICT; A CROSS-SECTIONAL STUDY.

Page | 1

Hadijah Nansubuga\*, Phoebe Kyomukama  
Kampala University

### ABSTRACT.

#### Background:

The study aims to determine the effect of school rules and regulations on the pupils' academic performance in Kibibi sub-county Butambala district,

#### Methodology:

The study was based on a cross-sectional survey design, with data being collected in October 2022 using questionnaires and interview responses from 108 respondents made of Headteachers, classroom teachers, and pupils. The data was eventually analyzed using summary statistics and the Pearson product-moment correlation coefficient.

#### Results:

The majority of the respondents were male with (51.9%) and female were (48.1%). The standard deviation is low or small of 1.2 also indicates that almost all respondents had similar views on the item school rules and regulations, still the majority of the respondents 56(66.7%) as compared to those who agreed 12 (11.1%), with having school rules and regulations 57(52.8%) and only 27(25%) agreed. As regards negative 61(57%) disagreed and only 22 (20.4%) agreed.

#### Conclusion:

The study established that school heads have a challenge of pupils who are not aware of the school rules and regulations much as they are given copies and therefore violet them. Many of the learners just dump them without reading through them to be able to get their real meaning a sign of lack of sensitization and awareness to pupils from school administrators.

#### Recommendations:

School rules and regulations need to be emphasized and given enough awareness to enable pupils to understand them. These will help to prescribe the standards of behavior expected of pupils and teachers. Pupils will learn to behave and so will the teachers.

**Keywords:** School rules, and regulations, Pupils' academic performance, Kibibi sub-county, Butambala district

Submitted: 2024-03-22 Accepted: 2024-03-26

### BACKGROUND.

Rules and regulations guide schools to follow their path to reach their goals, establish standards, and provide safety for both teachers and students. Rules and regulations also help to promote accountability of teachers and students perform in an institution of learning (Kibuuka, 2020). To acquire an aspiring, aggressive, and organized school environment rules and regulations are indispensable to guide each pupil/learner as well as the teacher and staff of the educational institution school (Sal, 2016).

Discipline management is one of the most important aspects of maintaining student academic performance among pupils in Kibibi sub-county Butambala district. Studies on pupils' performance in the Kibibi sub-county Butambala district have primarily focused on disciplines' classroom practices neglecting the potential influence of discipline Management. There is also an increased case of

smoking marijuana, homosexuality, and lesbianism in schools both primary and secondary, nursery and tertiary including universities. Surprisingly, the District initiatives as well as those of the other education stakeholders have paid little attention to the role of discipline Management – specifically the principals in the realization of the anticipated educational goals. The effect of this increased trend of indiscipline on pupils' academic

performance country wide therefore remains unknown and this calls for the study to find out how discipline has affected pupils' academic performance. The study aims to determine the effect of school rules and regulations on the pupils' academic performance in Kibibi sub-county Butambala district,

**METHODOLOGY.**

**Research Design.**

Page | 2

The study was of a mixed paradigm based on a cross-sectional survey design. This design offers the chance to gather data from a relatively large number of cases at a particular time to make inferences and generalizations from the study of the sample. It is essentially cross-sectional (Best and Kahn, et al (2018); perceive the cross-sectional survey as a research design that attempts to describe existing, situations without actually analyzing relationships among variables. It is also designed to obtain information concerning the current status of the phenomena. This design has the advantage of producing a good amount of responses from a wide range of people (Amin, 2016).

**Area of Study.**

The study was carried out in the Butambala district; the study picked interest in the above-mentioned

context because, in many primary schools in this area, the academic performance of the pupils is alarming.

**Population of the study.**

The population for the study was made up of pupils, disciplines, and administrators in the selected disciplines for the study totaling 150 target populations. To have a representative sample, random sampling was used in almost all situations. In all 108 respondents were used as a sample for the study. This number was chosen according to Amin (2016).

**Sample size.**

The study used a population of 150 respondents including 118 pupils, 20 teachers, and 12 school administrators out of the above. She decided to select a sample of 108 where 84 were pupils, 16 teachers, and 8 respondents were selected using purposive techniques. This number was chosen according to (Amin, 2019).

**Table 1: Sampling frame.**

Category	Population	Sample	Sampling technique
Pupils	118	84	Purposive
Teachers	20	16	Purposive
School administrators	12	8	Purposive
Total	150	108	

*Source: primary data (2017)*

The sample size was authenticated by the formula:

$$S = NP (P) (1-P)$$

$$NP-1(B/C)^2+P (1-P)$$

Where S = Sample size

NP = Population

P = Proportion population magnitude yielding the maximum possible sample size (50%) = 0.5

B = Sampling error at 5% -0.05

C = Level of confidence at 1.960

$$\text{Hence } S = \frac{150 \times 0.5 \times 0.5}{149(0.05/1.960)^2 + 0.25}$$

$$= 37.5$$

$$149 \times 0.0006507751 + 0.25$$

$$= 108$$

**Sampling techniques.**

A purposive sampling technique was used in the selection of pupils and disciplines, head disciplines, and pupils. The

study intends to use this group because they can give relevant information for the research problem. This was to collect focused information. This technique is appropriate for selecting only typical and useful cases in addition to saving time (Oso and Onen, 2016 cited by Cherotin, 2020).

**Data collection methods and instruments.**

Questionnaires were designed for all respondents. The design was guided to a large extent, by the material acquired from the literature review as well as the research questions. Items on the questionnaire were formulated using the research question as a guide. The questionnaires were comprised of a close-ended item. The responses were provided with a four-point Likert-type scale made up of the following responses: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). They were asked to choose answers that appropriately represented their perception. The study also used unstructured interviews. This is where questions and their order are not necessarily the same from one interviewee to another. (Amin, 2016).

**Validity and Reliability of instruments.**

**Validity of instrument.**

Page | 3

Validity refers to the appropriateness and relevance of the instruments. Before the study declares a data collection or research instrument fit for users depending on the face validity Amin (2016), the study first carried out a pre-test and its applicability so that valid information would be collected. She also consulted some experts on that matter. Scientifically, the Validity of the instruments was ensured through the use of the content validity Index with the guidance of content experts.

**Reliability of the instrument.**

In the study in an attempt to gather reliable data, the degree of consistency of a data collection instrument was put into consideration. Given the same number of respondents, the reliable instrument that the study used, had to produce the same scores or figure whenever used. Thus, reliability refers to the consistency of an instrument in measuring what it is intended to measure (Amin, 2016).

**Research procedure.**

The study got a letter of introduction from the dean school of education to enable her to carry out the data collection refer to appendix...., the study got to the discipline and the heads of the various disciplines introduced her to the disciplines and pupils. Copies of questionnaires were given to the Headteachers, teachers, and pupils. The study asked the heads to assign teachers to gather the complete questionnaires for her.

**Data Analysis Procedure.**

The completed questionnaires were scored and values tabulated. The same scores were given items with the responses strongly agreed, disagree, and strongly disagree. For easy analysis, the responses of strongly agree

and agree were combined, and strongly disagree and disagree were also combined. Items with yes and no responses were scored 2 and 1 respectively. Since the study is descriptive, descriptive analysis was used. The main statistical tool for analyzing data was simple percentages and frequencies. Frequency and table percentages were used to describe the data that was collected from respondents. Data from the interview was presented alongside the quantitative data because according to Bell, 2022 this puts fresher on the bones of the questionnaire responses.

**Ethical consideration.**

This study put research ethical standards at the Centre. The study, assistants, and all the research team members were made fully aware of the fact that research ethics are part and parcel of research and anything that compromises adherence to ethical standards equally compromises the validity of the findings. The study's first sought an informed consent from the respondents before the interviews

They assured them of the confidentiality of their responses and that information wouldn't be used for anything else other than the study. The interviews took place in socially approved settings and would be conducted in consideration and honor of the community values and norms.

In the reporting of findings, individual identifications would be removed to respect the need for anonymity and guarantee confidentiality in reporting responses, and if need be only second names would be used.

**RESULTS.**

**Description of the respondent's background.**

A description of the respondent's background is given in terms of the following variables. Category, educational level, length of service, gender, and marital status.

**Table 2: Categorization of respondents by title.**

Respondent's Title	Frequency	Percentage
Headteachers	43	39.8
Class teachers	38	35.2
Pupils	27	25.0
Total	108	100

Table 2 shows that most of the respondents in the study were head teachers (39.8%), followed by class teachers (35.2%), and least pupils (25.0%). This implies that head

teachers participated more because they had relevant knowledge related to the study as compared to pupils.

**Table 3: Distribution of respondents by educational level.**

Educational Level	Frequency	Percentage
Grade v	40	37.0
Degree	53	49.1
Masters	15	13.9
Total	108	100

Table 3 shows that the majority of the respondents were of degree level (49.1%) as compared to (13.9%) who were of masters implying that most of the administrators in schools are of degree level and thus being of great relevance to the study.

**Table 4: Distribution of respondents by educational level.**

Length of service	Frequency	Percentage
Less than one year	8	7.4
2 to 5 years	46	42.6
6 to 10 years	52	48.1
Above 10 years	2	1.9
Total	108	108

Table 4 shows that most of the respondents in this study had served for a period of 6 to 10 years. While a few of them had served for 10 years and above. Implying that many of the respondents were responding with authority backed by experience.

**Table 5: Distribution of respondents by sex.**

Sex	Frequency	Percentage
Male	56	51.9
Female	52	48.1
Total	108	100

Table 5 shows that the majority of the respondents were male (51.9%) and female (48.1%). This indicates that on the ground there are more male teachers and pupils as compared to female teachers and pupils.

**Table 6: Distribution of respondents by marital status.**

Marital status	Frequency	Percentage
Married	47	43.5
Single	51	47.2
Divorced	10	9.3
Total	108	100

Table 6 indicates that the number of single respondents was high (47.2%) as compared to the married (43.5%) and divorced (9.3%). employing single teachers who could be more committed to teaching other than attending to family problems as the case is for married teachers.

**Description of the Dependent Variable: Pupils academic performance.**

Pupils' academic performance was conceptualized using eight items in the questionnaire that required each respondent to rate pupils' academic performance based on a Likert scale ranging from one that represented poor, fair, good, and lastly very good. Summary statistics on respondents' rating of pupil's academic performance are in Table 7

**Table 7: Summary statistics on the respondent’s rating of pupil’s academic performance.**

Statements relating to the dependent variable	Scale	Frequency	%	Mean	Median	Mode	Standard Deviation
Attempting daily classwork	Poor	35	32.4	2.138	2.00	1	0.9807
	Fair	33	30.6				
	Good	30	27.8				
	Very good	10	9.3				
Efficient reading skills	Poor	28	25.9	2.185	2.00	2	0.928
	Fair	42	38.9				
	Good	28	25.9				
	Very good	10	9.3				
Performance in the end-of-term examination	Poor	21	19.4	2.296	2.00	2	0.878
	Fair	43	39.8				
	Good	35	32.4				
	Very good	9	8.3				
Efficient writing skills	Poor	24	22.2	2.351	2.00	2	1.016
	Fair	41	38.0				
	Good	24	22.2				
	Very good	19	17.6				
Sitting end-of-year examination	Poor	19	17.6	2.574	3.00	3	0.987
	Fair	28	25.9				
	Good	41	38.0				
	Very good	20	18.5				
Performance in the final examination	Poor	23	21.3	2.296	2.00	2	0.939
	Fair	43	39.8				
	Good	28	26.9				
	Very good	13	12.0				
Performance in the final examination	Poor	14	13.0	2.629	3.00	3	0.943
	Fair	33	30.6				
	Good	40	37.0				
	Very good	21	19.4				

Table 7 shows that respondents rated student’s academic performance as poor and fair as shown by the percentage, for example, attempting daily class work at 32.4% as poor and 30.6% as fair as compared to 27.8% good and very good at 9.3%. This percentage shows that most of the respondents rated student’s academic performance as poor and just fair. The values of percentages rhyme with those revealed by measures of central tendency. For example, the mean, median, and mode of student’s academic performance in attempting daily work were 2.12, 2, and 1 respectively which is just average and slightly above average. This implies that most of the pupils were rated fair and poor. Besides respondent's views were almost similar as shown by the small standard deviation of 0.98. On performance in the term examinations, respondents showed

a standard deviation of 0.78 which is also very small. Implying that most of the respondents had similar views about the academic performance of pupils. Generally, with a critical observation of the responses to the eight items, the majority of the respondents indicated that the student’s academic performance was poor and a few indicated that it was good and this was shown by the low standard deviation of the particular items. Still, even some of the results obtained from the interview underpinned the poor academic performance. This was declared by one of the pupils who opened up to the study that since she joined the school, she has never seen any first grade obtained by any pupil in their school despite their good performance in the monthly and end-of-term examinations.

**Table 8: Summary statistics.**

Statements relating to school rules and regulations and academic performance	Scale	Frequency	%	Mean	Median	Mode	Standard Deviation
Headteachers give copies of school rules and regulations to both the teachers and pupils	Strongly disagree	25	23.1	2.39	2.00	2	1.206
	Agree	47	43.5				
	Neutral	12	11.1				
	Strongly agree	16	14.8				
	Agree	8	7.4				
Are the school and regulations followed by both pupils and the staff	Strongly disagree	30	27.8	2.203	2.00	2	1.048
	Agree	42	38.9				
	Neutral	24	22.0				
	Strongly agree	8	7.4				
	Agree	4	3.7				
Are your parents aware of the school rules and regulations	Strongly disagree	26	24.1	2.555	2.00	2	1.240
	Agree	31	28.7				
	Neutral	24	22.2				
	Strongly agree	19	17.6				
	Agree	8	7.4				
Are you concertized about school rules and regulations	Strongly disagree	27	25.0	2.50	2.00	2	1.271
	Agree	34	31.5				
	Neutral	25	23.1				
	Strongly agree	10	9.3				
	Agree	12	11.1				
Do you strictly follow the timetable?	Strongly disagree	32	29.6	2.305	2.00	2	1.203
	Agree	38	35.2				
	Neutral	18	16.7				
	Strongly agree	13	12.0				
	Agree	7	6.5				

Table 8 indicates that the discipline of pupils was rated differently. For example, the percentages show that more than half of the respondents 72(67%) disagreed that pupils are disciplined by punishment. This percentage shows that the majority of the respondents rated pupils being punished. The values of central tendency; are mean =2.39, median=2.00 and mode =2 which is just average. The standard deviation is low or small at 1.2 also indicating that almost all respondents had similar views with the item school rules and regulations, still the majority of the respondents 56(66.7%) as compared to those who agreed 12 (11.1%), with having school rules and regulations 57(52.8%) and only 27(25%) agreed. As regards negative 61(57%) disagreed and only 22 (20.4%) agreed. Then with being assured of promotion to the next class, 70(64.8%) disagreed and only and only 20 (19%) agreed to being assured of promotion. Then with average and slightly

below average central tendency measures rhyming with the small standard deviation of the respective items, it gives a clear implication that pupils are not disciplined which could explain the poor pupil’s academic performance. In her interview with one of the teachers about how teacher discipline could affect pupil’s academic performance, one of the teachers had this to say “*Let me tell you the fact. You cannot give what you don’t have. If am not told to discipline pupils therefore I cannot discipline pupils. When am not motivated I just teach for the sake of teaching to fulfill my obligation of standing before pupils. I am sorry to mention it but that is the fact, madam.*” Such a response whitewashed my doubt about the powerfulness of teacher’s discipline towards pupils. To test whether a pupil’s discipline influences the pupil’s academic performance, the two variables were correlated using Pearson’s correlation coefficient index as in Table 9

**Table 9: Pearson’s correlation co-efficient index between student discipline and pupils academic performance**

		Academic performance	student discipline
Academic performance	Pearson correlation	1	r= .323**
	Sig. (2-tailed)		0.001
	N	108	108
student discipline	Pearson correlation	r=.323**	1
	Sig. (2-tailed)	0.001	
	N	108	108

*Correlation significant at 0.01*

Table 9 shows Pearson’s correlation coefficient index between pupils’ academic performance and teachers’ discipline  $r = .323^{**}$  with a significant P value = 0.001 which is less than 0.01. This suggests a highly positive significant relationship between teacher discipline and pupils’ academic performance. Thus, there is a positive significant relationship between pupil academic performance and teacher’s discipline at a one percent level of significance. This implies that teachers who are highly motivated will produce good results from pupils and the other way around.

## DISCUSSION OF FINDINGS.

### Effect of school rules and regulations on Pupils’ Academic performance in selected primary schools in Kibibi Sub–County Butambala District.

The results revealed that teachers, pupils together with their guardians as well as headteachers agreed that all schools under study had well-stipulated school rules and regulations. Also agreed that every learner in the studied schools gets a copy of the school rules and regulations.

The headteachers of the studied schools agreed that the school rules and regulations are as guiding principles for controlling pupils’ behavior.

These headteachers agreed with the research conducted by Jammil Andrei on May, 28th 2020 who argued that ideally, schools set rules and regulations for the proper governing of the various lifestyles of the learners containing the dos and don’ts.

Adams 2003 also supported this argument by saying that school rules and regulations are among the strategies designed to instill discipline in pupils such as self-control, orderliness, and obedience to school authorities.

Edward Yohathan H.B 2021 also argued that the effectiveness of school rules and regulations in controlling learners’ discipline is a factor that may lead to poor academic performance.

Eric 2022 also argued that the dimension of school discipline towards a comprehensive framework for measuring discipline outcomes and patterns in school.

Both teachers and pupils also agreed that pupils follow school rules and regulations. Headteachers argued that discipline management is a collective responsibility and therefore needs everyone’s participation and thus the involvement of pupils. This was also supported by AkilomLiang C, 2016 who argued that through participatory management and leadership, pupils can realize mistakes from their fellow members and therefore work hard to stop them from making riots such as strikes, arson, disrespect and other misconducts other than blaming the school administration when they are not involved.

The pupils agreed that their headteachers are strict on the dressing code where a uniform is compulsory, some pupils however have been victimized over the abuse of the dressing code and thus have been suspended along with other punishments making them miss classes, tests, discussions, exams and thus developing aggressive behaviors.

According to (Aghasaleh 2018), many schools’ dress codes are a form of oppression disproportionately targeting female minorities. This practice means some people are more privileged than others. (Claire Hoellete 2019) said that uniforms give students a sense of belonging to a particular school and create an identity for the school in the community.

The Guardian 2013 also said that a school uniform teaches students to dress smartly and take pride in their appearance. Continues to say that uniforms help students prepare when they leave for school. Must have to dress smartly in school uniforms.

Elite Junior School argued that school rules and regulations intend to enable learners to achieve their goals. The school must help learners to grow and develop into disciplined useful, balanced, and mature citizens with excellent academic outcomes and desired ethical and moral values. So appropriate penalties must be given against each rule.

In addition, pupils confirmed in an interview with the study that some rules and regulations lack consistency in their implementations. Pupils cited an example where they have regulations that every weekend, they have entertainment in the boarding section. However, this is very rare and this makes many learners develop frustrations. For example, pupils in one of the studied

schools mentioned watching television films, in other schools having sports and games but for unspecified reasons they rarely have this entertainment. This was found to be one of the causes of the misbehavior among learners as they are trying to show their dissatisfaction to the administrators to make them look for solutions to the matter (Miller and Rowan, 2016).

This argument was supported by Pham et al 2022 who said that learners' expectations are known to play key roles in governing subsequent dissatisfaction with the lived reality and subsequent complaint behaviors.

### CONCLUSION.

The study established that school heads have a challenge of pupils who are not aware of the school rules and regulations much as they are given copies and therefore violate them.

Many of the learners just dump them without reading through them to be able to get their real meaning a sign of lack of sensitization and awareness to pupils from school administrators. Pupils believe that many of their friends have fallen victims which they believe to be a weakness from the school administrators. Pupils therefore feel unsatisfied with school judgement by violating school rules and regulations which leads to violence in schools that affects their academic performance.

It was therefore found that the school rules and regulations affect pupils' academic performance on pupils in Kibibi sub-county Butambala District.

### RECOMMENDATIONS.

From the discussions of results and findings made, the following recommendations were made.

School rules and regulations need to be emphasized and given enough awareness to enable pupils to understand them. These will help to prescribe the standards of behavior expected of pupils and teachers. Pupils will learn to behave and so will the teachers.

### ACKNOWLEDGEMENT.

I would love to extend my special thanks to my husband and entire family members especially my children Nasirat, Muhammad, Noordeen, Nusifah, and the Kaswas for their love and commitment to me especially when things proved to be hard. I also acknowledge support from my sisters and brothers both financial and moral to make sure I attain my education will always cherish you. I want to thank my supervisor madam Kyomukama Phoebe for the guidance and cooperation rendered to me from the proposal time up to the completion of my research report and finally, I thank the almighty God for the gift of life he has given me.

### SOURCE OF FUNDING.

The study was not funded.

### CONFLICT OF INTEREST.

*The author declares no conflict of interest.*

### AUTHOR BIOGRAPHY.

Nansubuga Hadijjah, master's Degree Student Of Education Administration And Management at Kampala University  
Kyomukama Phoebe, Senior Lecturer at Kampala University

### REFERENCES.

1. Amin (2016) and Dalia Gauriely–Nury; collective memory as a metaphor. The case of speeches by Israeli Prime Ministers 2001 – 209 memory studies 7, no. 1
2. Amin (2019), Botakor and Boatey (2018) Educational Research: An Introduction. New York: Longman Publisher.
3. Adams (2003), Your Discipline in Schools. London. Macmillan Publishing Company. Council of Education Research.
4. Akilomlliang, C (2016) The impact on students achievement in the dissertation, pp120.
5. Aghasaleh (2018) Management of Secondary Schools in Kenya. UnpublishedMED Thesis. University of Bristol.
6. Best & kaln (2018) Prevent the Discipline for Effective Teaching and Learning. A sourcebook for teachers and administrators. Reston, Virginia.
7. Clair Hoellete (2019) Assertive discipline in C.H. Edward. Ed. Classroom discipline and management 3<sup>rd</sup> E.d John Willey and Sons MA. USA
8. Edward Yothanan, (2021) Maintaining sanity in the classroom. New York: Harper and Row.
9. Eric (2022) Alrtione and MG Chanie, Et Amsalui GE, Combating academic fraud. Towards a culture of integrity. UNESCO, International Institute for Educational Planning, Paris.
10. Guardian (2013) Influence of classroom management practice on students' academic achievement in public schools.
11. Jarmmil Andrew 2020 A Study of Pupils Indiscipline Faced by Primary Schools Teachers in a Nairobi Slum Area: The Case of Mathare Primary Schools. University of Nairobi Unpublished Thesis.
12. Kibuuka 2020 The Influence of Discipline in Schools Achievement. A Case of Secondary



Schools in Kisii District. Kenyatta University.  
Unpublished PGDE Project.

13. Miller and Rowan 2016 Behavior Problems in  
Schools: An Evaluation of Support Centre.  
Croom. Help Publishers.

14. Oso and Onen 2016, Cherotin 2020; The impact  
on schools classroom management strategies.

15. Sal 2016 Discipline and academic performance

16. Pham 2022, Arltione and Aimardeni, 2020 B  
classroom management strategies

#### **Publisher details.**

#### **SJC PUBLISHERS COMPANY LIMITED**



**Category: Non-Government & Non-profit Organisation**

**Contact: +256775434261(WhatsApp)**

**Email: [admin@sjpublisher.org](mailto:admin@sjpublisher.org), [info@sjpublisher.org](mailto:info@sjpublisher.org) or [studentsjournal2020@gmail.com](mailto:studentsjournal2020@gmail.com)**

**Website: <https://sjpublisher.org>**

**Location: Wisdom Centre Annex, P.O. BOX. 113407 Wakiso, Uganda, East Africa.**