

How the administration of school rules and regulations by head teachers affects students' academic performance. A cross-sectional study.

Norah Akirabaine, Dr. Muhamad Ssendagi*.

Team University

Abstract

Background

Headteachers administer school rules and regulations, which play a crucial role in shaping students' academic performance. Therefore, this study aimed to establish how the administration of school rules and regulations by head teachers affects students' academic performance.

Methodology

The study employed a survey research design, particularly a cross-sectional survey design. The questionnaire was the main instrument of data collection, in addition to an interview guide and document review. Four private secondary schools were randomly selected in Kamuli Municipality, where the study was conducted. Analysis was done using SPSS version 20.

Results

Out of the 340 respondents, 139 (40.9%) were males while 201 (59.1%) were females, all schools have written rules and regulations that they don't understand, some rules and regulations require modifications and others lack consistency in their implementation, which raises students' anger leading to violence, strikes, and aggression. The study wanted to establish further whether the head teachers of the studied schools are strict on the dress code of students. Majority of the students 290(85.3%) agreed compared to 50(14.7%) who disagreed. Respondents were asked whether head teachers maintain the required size of hair for the students. Most of the students 235(69.1%) agreed compared to 105(30.9%) who disagreed

Conclusion

Much as school rules help in controlling students' behavior in school, their awareness is lacking among students.

Recommendations

The study also proposed some recommendations to deal with the widespread and increasing levels of indiscipline among adolescent youths in secondary schools in Uganda.

Keywords: school rules and regulations, head teachers, students' academic performance, Kamuli district.

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Corresponding Author: Dr. Muhamad Ssendagi.

Email: sendagimoh@gmail.com

Team University.

Background of the study

Historical perspective

Education aims at character building and training for society. Education in itself is a cultural process where a newborn individual is transformed into a full member of a given society (Cotton, 2000). Before the introduction of formal education in Uganda, people were trained and educated. The colonialists described this type of education and training as informal. Much as it lacked defined institutions of learning, teachers, blackboards, pencils, and books, it was, however, designed to create an ideal individual who would fully fit into and be accepted by society. Therefore, discipline and respect were emphasized.

According to Ezewu (1986), instruction in the informal education type used to take place around the fireplace after the evening meal, which was an indication of good time management consideration, or whenever a child committed an offense. Through stories, tales, and riddles, the mother or grandmother would alert the children to what society expected of them as they grew up. Some

societies used capital punishments to alert the young generations to the gravity of particular cases of indiscipline and immorality (Okumbe, 1998). Punishments, therefore, varied according to the weight of the offense as it was viewed by a given society. This education was a round process, which catered to all facets of the individual. All that was taught was geared towards the creation of an ideal individual who would ably fit into the society in which he/she was born and lived. The young were therefore taught the dos and don'ts (rules and regulations) of society.

The whole system of traditional training and educating the young generation was discouraged by the introduction of the colonial formal type of education in Uganda by the missionaries.

According to Nsereko (1994), the Christian missionaries arrived in the country in 1877 (the CMS), 1879 (the White Fathers), 1896 (the Mill Hill Fathers), and 1910 (the Verona Fathers). These missionaries established schools whereby the education system was changed,

which mainly emphasized reading, writing, and religion (Nsereko, 1997). Later, the liberal arts were also emphasized along with a strong emphasis on discipline that embraced school rules and regulations as well as punishments to offenders as a measure of guiding students' behavior in schools (Mafabi, Higwira, Osire, Agwi, 1993).

According to the Ministry of Education and Sports Report (2005), the number of school-going students was recorded as increasing from 1986 as a result of good governance, new education policies, and political stability in the country. The education system had a double-shift mode of studying where Senior One, Senior Two, and Senior Five students used to study during the afternoon, while the Senior Three, Senior Four, and Senior Six students studied in the morning. This assisted in creating a balance between to student-to-teacher ratio of 1:45, as required by the Ministry of Education and Sports. The level of discipline in classes and schools at large could easily be managed then, and the level of indiscipline, though it existed, was not so strange (Ministry of Education and Sports, 2005). The only existing schools by then were government-funded schools, where admissions were centralized, and thus dismissed students could not easily access other schools without recommendations from previous schools. Students, therefore, had to maintain discipline for fear of not easily accessing new schools. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behavior at home. Many Ugandans have been going through this education system for a number of decades.

Uganda, as a partner of the Education for All (EFA) coalition, launched Universal Primary Education (UPE) in 1997. This resulted in increased enrollment figures from 2.7 million pupils to 5.3 million in 1997 and 7.1 million in 2005 (Ministry of Education and Sports, 2005). This also increased the capacity for secondary school enrollment. Even though this was followed by a drastic increase in the number of teachers and classrooms, the current official average pupil-to-teacher ratio is 51:1. According to Nakabugo et al. (2007), the reality is that in many classrooms in various schools across the country, there are over 70 pupils in one class. This creates more challenges for teachers in effective teaching and learning that involve enforcing discipline.

Research carried over the years has done much to bring into focus the reasons why smaller classes may lead to improved student outcomes than large classes. Reasons include easier and regular discussions with students, timely and frequent feedback to students, and active problem-solving (Bennett, 1996; Billington, 1997; Davies, 2000; Gibbs et al., 1997; Race, 1998). With the ever-increasing number of students in schools, the student-to-teacher ratio has increased, making it hard for teachers to effectively and efficiently manage students' discipline, thus the increasing number of students' aggressive behaviors, loitering of students during class time, and an indication of a violation of school rules and regulations. Dismissed students from one school can easily be admitted to another school, no matter whether he/she has a recommendation from the previous school

or not. This does not necessitate students to maintain discipline while at school.

Some schools have changed to a boarding section as a way of coping with the increasingly stiff competition among students and schools, as well as for national-level exams. This has also resulted in students spending more time in schools than with parents, where they are suspected to be adapting to various kinds of behaviors such as homosexuality, smoking, abuse of substances, and use of nasty words, among other things. There is also concern that indiscipline has taken new forms with increased violence, sale and consumption of drugs, theft, and disrespect of school rules and regulations which has resulted in widespread corporal punishments, students' expulsion and suspension from schools, cases of arsons are on the increase in schools, problems which go beyond educational institutions. This has attracted serious attention from scholars and administrators as well as education stakeholders about the academic performance of such undisciplined students and therefore created a need, which called for this study.

Conceptual perspective

According to Okumbe (1998), discipline is the action by management to enforce organizational standards. Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order, or drill. Cotton (2000) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. However, in this study, discipline was conceptualized as the observance of school rules and regulations, time management, and the administration of punishments.

Academic performance in this study was perceived as the degree of achievement by students in their class assessment tests, beginning-of-term exams, mid-term exams, and terminal and national examinations. Page, Thomas, and Marshall (1999) described performance as the action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in the carrying out of a task, course, or assignment. Derek (1981) argued that academic performance is the measured ability and achievement level of a learner in a school, subject, or particular skill. Therefore, academic performance has to do with a learner's scholastic ability and attainment, as regards his or her work, and this is often measured through tests, exams, coursework, and assignments.

Hawes (1982) shared the same idea with Derek (1981) and defined achievement as the successful accomplishment of performance in a particular subject, area, and course, usually because of skill, hard work, and interest, typically realized in various types of grades and marks. According to Rosen (1997) and Slee (1995), discipline includes a branch of knowledge, training that develops self-control, character, orderliness, or efficiency, strict control to enforce obedience, a treatment that controls or punishes, and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools, and many

failing schools have been blamed for a lack of discipline (Rosen, 1997).

Punishment is defined as inflicting retribution on or for an offense (Okumbe, 1998). Punishments are necessary if rules and regulations are to be enforced. This may be through inflicting blows on an opponent, abuse, or treating them severely or improperly. Horny (1993), defined punishment as a penalty inflicted on somebody that has done wrong. This can be done through inflicting harm or any physical or psychological pain. Also, to harm a person means to deprive the person of what he/she otherwise has a right to have, do, or enjoy.

Theoretical perspective

This study on school discipline and academic performance was guided by Theories X and Y, advanced by McGregor. Theory X postulates that workers or employees are lazy and will always avoid responsibility. To achieve high performance, there is a need to coerce, control, and even threaten them (Okumbe, 1998). Theory Y postulates that employees are human beings and therefore the role of a manager is to provide an enabling environment that enables employees to realize the potential they are endowed with. McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a set code of behavior in an educational organization despite the application of various leadership skills like using set rules and regulations as well as punishments to both deter and retribute the offenders (Okumbe, 1998).

Contextual perspective

Ideally, a school must lead the rest of the society in knowledge and understanding of the process of human growth and development and socialization of children (Mafabi, Higwira, Osire, 1993). This means that a school has a unique position in society as a socializing agent, inculcating conformity, self-control, and obedience in the child. However, in Uganda in the 21st century, there is a general outcry in the whole country, raising concern from the public about the increasing cases of indiscipline among students in secondary schools. Several reports have been published in the electronic and print media indicating the extent of the problem. The table below shows a summary of burnt schools in Uganda.

Drug abuse among students has also been stated as one of the causes of indiscipline in schools within the Kamuli Municipality. The pressure to excel was cited as one of the foremost reasons why students have turned to drugs (Kabandize, 2004). It was also noted that some methods of punishment are degrading and crush the self-esteem and creativity of children (Mpisio, 2004). With such widespread fires, the academic performance of students is likely to be affected, and this calls for the need for this study. Therefore, a critical analysis of these reported cases demonstrates that discipline problems are becoming a constant concern for educators. A lot of time is lost trying to attend to misbehavior rather than to the

learning aspect of the lessons. The consequence is the suspected serious disruption of lessons, time wasted in observing detentions, and a lot more, all of which tend to have an effect on students' academic performance. Therefore, this study aimed to establish how the administration of school rules and regulations by head teachers affects students' academic performance.

Methodology

Research design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions, and feelings as well as experiences of teachers, students, and head teachers of the private secondary schools of Kamuli District. Cross cross-sectional survey was appropriate because extensive data could be collected at one point in time, and it was very economical (Gall & Meredith, 2003). A cross-sectional survey was also appropriate because data could be collected from a cross-section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

Study area

Research was carried out in four private secondary schools of Kamuli Municipality. This area was chosen because it has over 20 private secondary schools with both boys and girls from different religious affiliations. These private secondary schools also compete in students' academic performance through the Uganda National Examinations Board at the national level. In these selected private secondary schools, all school activities are similar to those in any other school in the country, and therefore, the results obtained have been generalized to represent other schools in Kamuli.

Population and Sample

The parent populations for this study will be the students and staff of over 30 private secondary schools in Kamuli Municipality, out of which four schools will be selected purposively. Purposive sampling will be used because it economizes time and specific information can be obtained at a much-reduced cost and time (Kothari, 2004). Four head teachers of the selected four private schools will be sampled. These four schools will be selected as the study will involve an in-depth analysis of discipline and students' academic performance. The selected schools will include Kamuli Central College, Kamuli Girls School, Kyabazinga College, and Kamuli'Grade SS. A total of 340 students will be sampled out of the total of 2150 students in the four selected schools who will be given questionnaires, and all will be returned filled for analysis. According to Krejcie and Morgan (1970), when the population size is 2200, the required sample size is 338. Therefore, for best results, the study will use a sample size of 340. The table below summarizes the distribution of the sample.

Table 1 shows sample distributions.

School	Students' total	Sampled students
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SCHOOL A	1000	123
SCHOOL B	450	55
SCHOOL C	600	76
SCHOOL D	700	86
Total	2150	340

Sampling technique

Purposive sampling will be used to get a sample of students from senior four and senior six, as it will allow the researcher to include subjects with specific needed information in the sample. This was supported by Gall and Meredith (2003), who argued that specific information is obtained through employing purposive sampling in any study. This method will be used because it economizes time and reliable information can be obtained at a much-reduced cost and time (Kothari, 2004). After identifying the sample frame, random sampling will be used where all students in senior four and senior six will have equal chances of being selected. This is because the study will involve such students with a good time in these schools, and also who are mature enough and therefore know their schools' operation, and thus would provide the required information.

Research Instruments Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured and self-administered. The researcher designed questionnaires for the students in the selected schools. These structured questionnaires will be administered to the students whose views will be obtained, opinions, and attitudes on how discipline management influences students' academic performance. Structured questionnaires are simple to administer and relatively cheaper to analyze (Kothari, 2004). A questionnaire will also be preferred as the main instrument in this study because it is easy to use on a large number of subjects. The questionnaire is attached (Appendix A).

Validity

The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor before giving them to the supervisor for verification. This was to clear any lack of clarity and ambiguity. The formula for validity is indicated below;

Content Validity Index (CVI) = $\frac{\text{Number of items rated relevant}}{\text{The total number of items rated as irrelevant.}}$

The content validity index was calculated, and the results were 0.82, indicating that the instrument was valid. This is supported by Amin (2005), who stated that for any

instrument to be accepted as valid, the average index should be 0.7 and above. Since the index value was 0.82, this meant that the items of the instrument were proven valid.

Reliability

Reliability refers to the consistency of the research instruments. For the questionnaire, the researcher carried out a Test-Retest method where a respondent who had completed the questionnaire was asked to complete it again after two weeks, and his/her choices were compared for consistency. According to Amin (2005), a test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is readministered some other time (re-test). For consistency of research results from the study instruments, the researcher used Cronbach's Coefficient Alpha method to determine the reliability of these instruments. The Formula is indicated below.

$$= \frac{K-1}{K} \frac{SDt^2}{SDi^2}$$

Is the Alpha Coefficient of Correlation
K = is the number of items in the instruments
SDt² = variance of the scores on the total test
SDi² = variance of scores on individual items
= Summation

A pilot study was conducted, and the Cronbach's Alpha index was 0.83. According to Amin (2005), a perfectly reliable instrument has a coefficient alpha of 1.00, meaning that all values close to 1.00 are reliable. According to Kothari (2004), if 10-20 items are used, the minimum reliability value should be between 0.6-0.80. Since the required items were used and their values were above 0.6, the instruments were proven reliable. The researcher chose the above formula because, according to Gay (1996), the formula requires less time than any other method of estimating reliability.

Data analysis

In this study, quantitative data from the questionnaires were analyzed using frequency counts and frequency tables derived from the responses to the research questions. Then, Pearson product-moment correlation was used to determine the existing relationship between discipline management and students' academic performance since the study involved two variables. Qualitative data from interviews were also analyzed descriptively, and information was presented in a narrative form.

Results

Students' background information.

Table 2 shows students' background information.

Sex	Frequency	Percentage
Males	139	40.9
Females	201	59.1
Age of respondents		
Below 15	3	9
15 but below 20	303	89.1
20 and above	34	10
Class of respondents		10
S4	128	37.6
S6	212	62.4

Out of the 340 respondents, 139 (40.9%) were males while 201 (59.1%) were females. This was an indication that female students dominated relatively in the study. Males normally dominate females in secondary schools according to enrollments by the Ministry of Education and Sports Report (2005), but in this study, the females dominated due to the girls' school that raised their percentage in the study.

Students between the ages of 15 and 20 dominated the study with 303(89.1%) students. This is the common age in secondary schools, explained by the age at which pupils in Uganda join the primary section at the age of six, where they spend seven years.

Senior six students dominated the study with a total of 209(61.5%) compared to 131(38.5%) of senior four, as shown in Table 2.

The administration of school rules and regulations by head teachers enhances students' academic performance.

This hypothesis is intended to find out the relationship between the administration of school rules and regulations in schools by head teachers and students' academic performance. The researcher administered questionnaires to students, and the responses given were:

Table 3 shows responses on how the administration of school rules and regulations by head teachers enhances students' academic performance.

ITEM	Responses							
	Strongly disagree		disagree		agree		Strongly agree	
	f	%	f	%	f	%	f	%
The head teacher of this school ensures that students have a copy of the school rules and regulations	20	5.9	37	10.9	129	37.9	154	45.3
The head teacher of this school is strict on the students' dress code	12	3.5	38	11.2	142	41.8	148	43.5
The head teacher of this school maintains the required size of students' hair	32	9.4	73	21.5	158	46.5	77	22.6
The head teacher of this school is very strict on the possession of mobile phones by students	23	6.8	15	4.4	88	25.9	214	62.9
The head teacher of this school maintains that students get permission before leaving the school compound.	6	1.8	34	10.0	97	28.5	203	59.7

The head teacher of this school is strict on students having compulsory meals.	92	27.1	92	26.8	109	32.1	48	14.1
The head teacher of this school on students' class attendance	11	3.2	40	11.8	150	44.1	139	40.9
The head teacher of this school is strict on students having exams.	12	3.5	22	6.5	114	33.5	192	56.5

This hypothesis is intended to establish the relationship between school rules and regulations and students' academic performance. When asked whether the head teacher ensures that all students have a copy of school rules and regulations, the majority of the students, 283(83.2%), agreed. These were compared with 57(16.8%) who disagreed with the question, implying that indeed, rules and regulations are given to students in schools. Students end up just violating some of them with consequences that affect their general academic performance as they are serving punishments.

The study wanted to establish further whether the head teachers of the studied schools are strict on the dress code of students. Majority of the students 290(85.3%) agreed compared to 50(14.7%) who disagreed. This means that students must have uniforms in the school, and when they violate this regulation, they can be suspended or dismissed, which affects their class work, test performance, examinations, and hence the general academic performance.

Further respondents were asked whether head teachers maintain the required size of hair for the students. Most of the students 235(69.1%) agreed compared to 105(30.9%) who disagreed. This means that those

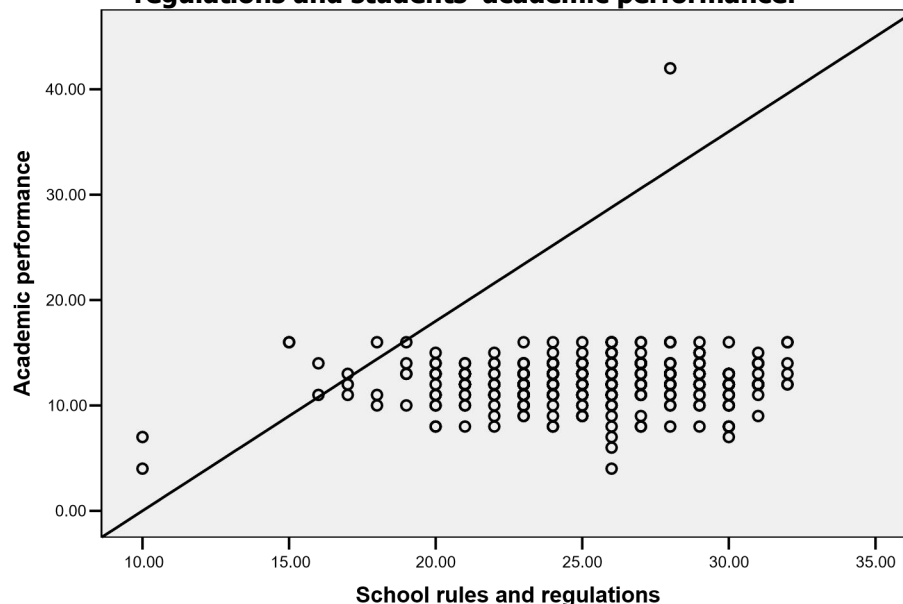
students who fail to abide by this rule or regulation are likely to face a suspension or any other consequence, which is likely to affect their academic performance.

Students were further asked whether the head teachers are strict on the possession of mobile phones by students, and the majority, 302(88.8%), agreed compared to 38(11.2%) who disagreed with the question. This meant that once arrested with a phone in the school, students are supposed to face a penalty, which could be dismissal or suspension, that affects their academic performance.

The researcher wanted to establish further whether head teachers of the studied schools are strict on students seeking permission before leaving the school compound, and the majority, 300(88.2%), agreed compared with 40 (11.8%) who disagreed. This implies that anyone who violates this rule is supposed to face the charge, which could affect his/her academic performance.

A correlation test was carried out using the Pearson product-moment correlation coefficient, although before this was done, a scatter graph was used to prove whether there was a relationship between the enforcement of school rules and regulations and students' academic performance, as shown in Figure 1.

Figure 1 shows a scatter graph reflecting the relationship between school rules and regulations and students' academic performance.



The influence of school rules and regulations on students' academic performance

The scatter graph above proves that linearity existed between the study variables. This is because dots were able to exist on the drawn straight line. This is supported by Amin (2005), who argued that, for the bivariate plots, results could be approximated by straight lines for linear relationships. Therefore, it can be concluded that the administration of school rules and regulations had a relationship with students' academic performance. Further verification of the hypothesis was carried out using the Pearson product-moment correlation test, and the results are presented in Table 4.

Table 4 shows the relationship between the administration of school rules and regulations and students' academic performance.

		School Rules and Regulations	Academic performance
School Rules and Regulations	Pearson Correlation	1	.110(*)
	Sig. (2-tailed)		
	N	340	340
Academic performance	Pearson Correlation	.110(*)	1
	Sig. (2-tailed)	.043	
	N	340	340

* *Correlation is significant at the 0.05 level (2-tailed).*

Results from Table 4 show that a significant relationship existed between the school rules and regulations and students' academic performance. This is because the calculated value of Pearson. .110(*) had an asterisk, which is an indication of a significant relationship. According to Amin (2005), a relationship exists between study variables if the calculated value for significance is between 1.00 and 1.00. Since the calculated value is .043, which is between 1.00 and 1.00, there is a positive relationship between the school rules and regulations and students' academic performance. Also, the correlation tables flag out significance with an asterisk (*) next to the coefficients (Sweet & Karen, 2003). Also, as the significance level of .043 is close to 0.00, there is confidence that the relationship is real (Sweet & Karen, 2003). Therefore, the research hypothesis was accepted that school rules and regulations enhance students' academic performance. That is, as students obey the school rules, their academic performance improves.

The quantitative data also corresponded with qualitative data collected from the interviews. The study revealed that all students have school rules and regulations,

though students violate them. An example was cited for compulsory prayers, no matter whether the student belonged to the religion affiliated with the school or not. Interviews with students also revealed that some rules and regulations are traditional and need modification in this world of science and technology. An example was cited of a rule that restricts students from possessing mobile phones while at school. Out of 340 Students, 283(83.2%) had a belief that mobile phones can easily connect anybody to the rest of the world through the Internet since some phones have Internet access, which is lacking in many schools. Since this is a school rule or regulation, many students have fallen victim and have been expelled, creating undisciplined behaviors among students in schools, such as strikes with their aftermaths that affect students' academic performance.

From the interview carried out with teachers, they agreed that students' behaviors are controlled by the school rules and regulations. They also confirmed that students much as they take part in enforcing school rules and regulations, their powers are minimal to initiate change and even implement policies in the school. Students feel deprived of their rights and feel dissatisfied with the operation of their school when they cannot do anything.

Therefore, to demand change, such students resort to aggressive behaviors as a solution to their demands to school administrators. Such misbehaviors could involve damaging school property like classrooms, libraries, dormitories, and others, and this may end up harming students' academic performance.

The study also revealed that students think some regulations in some schools are very unfair and that their administrators are. For example, in some schools, students have to report when they have fully paid all the school dues. Students mentioned that schools have gone a step ahead by printing the total amounts of fees in the pay slips, avoiding parents from paying in installments. Students think that such a policy is very unfair to poor parents and their children since they are likely to miss the beginning of term exams. Thus, the academic performance of such students is likely to be affected as results for the beginning of the term are computed with final term exam results.

Research also revealed that some school rules and regulations lack consistency in their implementation. Out of 340 Students, 278(81.2%) were able to identify regulations, such as students are supposed to get entertainment, such as watching television, on weekends. However, to their dismay, many of the school administrators never respect such a regulation. As if this is not enough, schools lack enough forums for learners to channel their grievances, and attempts by learners to express their grievances are, in some cases, not responded to adequately. This could easily spark students' aggressive behaviors, with consequences that involve damage and vandalism of school property that eventually affect students' academic performance.

Discussion

The results revealed that teachers, students as well and head teachers agreed that all schools under study had well-stipulated school rules and regulations. Students, as well as teachers, agreed that every student in the studied schools gets a copy of the school rules and regulations.

All four head teachers of the studied schools agreed that all schools have school rules and regulations to act as a guiding principle for controlling students' behavior. These head teachers agreed with Okumbe (1998), who argued that ideally, schools set rules and regulations for the proper governing of the various lifestyles of the students, containing the dos and don'ts. Adams (2003) also supports this argument by saying that school rules and regulations are among the strategies designed to instill good conduct in students, such as self-control, orderliness, good behavior, and obedience to the school authority.

Both teachers and students also agreed that students should take part in making school rules and regulations. Headteachers argued that discipline management is a collective responsibility and therefore needs everyone's participation and thus the involvement of students. This was also supported by Mafabi et al (1993), who argued that management is a process of working with and through people to accomplish organizational goals. Through an interaction with head teachers, it was discovered that through participatory management and

leadership, students are able to realize mistakes from their fellow members and therefore work hard to stop them, such as strikes, rather than blaming the school administration when they are not involved.

Students agreed that their head teachers are strict on the dress code, where a uniform is compulsory. Some students, however, have been victimized over the abuse of the dress code and thus have been suspended along with other punishments, making them miss classes, tests, discussions, and exams, and thus developing aggressive behaviors. According to Shapiro (2002), most student strikes are directed at harming the school administration and are precipitated by hostile aggression. These behaviors are always characterized by the intense and disorganizing emotion of anger, aiming at inducing certain stimuli. Such behaviors end up affecting students' performance in classes, their participation in class debates and class discussions, and thus affect their general academic performance.

The study also revealed that some school rules and regulations required modification so as to avoid them being too traditional for students. An example was given where students thought that today the world is a global village where communication is being made easy, they think that the regulation that restricts them from possessing mobile phones while at school by head teachers seems to be very unfair. Students cited that mobile phones are an easy way to be connected to the rest of the world since they have the Internet, from which they can access a lot of information that can assist them academically, in addition to communication. They cited a great number of their friends who had fallen victim to the violation of this regulation, resulting in their expulsion, making many frustrated and react aggressively. This argument was supported by Bennaars (1993), who researched the causes of aggressive behavior in educational institutions in Kenya and discovered frustration to be among these causes. He noted that when a specific goal is thwarted, frustration is likely to result, increasing one's probability to become angry and then soon act aggressively.

In addition, students confirmed in an interview with the researcher that some rules and regulations lack consistency in their implementation. Students cited an example where they have a regulation that every weekend, they are entitled to entertainment. However, this is very rare and thus makes many students develop frustrations. For example, students in one of the studied schools mentioned watching Television Films. In another school, students mentioned having sports and games, but for unspecified reasons, they rarely have this entertainment. This was found to be one of the causes of misbehavior among students as they are trying to make the school administrators look for a solution, or as a way of voicing their dissatisfaction. This argument from the students was also supported by Berkowitz (1989), who explained that students are likely to become openly aggressive to someone expected to be blocking them from attaining their goals, such as denying them sports and games.

The study also discovered, through an interview with the students, that some rules and regulations in schools are

very unfair, such as having all the school fees paid before students report to school at the beginning of the school term. They mentioned many of their friends who always end up missing the beginning of term exams since their parents cannot afford to pay all the school dues before they report to school. Students said that schools have gone a step ahead by printing fees in the pay slips using computers and thus avoiding installment payments. This may cause violence in schools as a way for students to make the school administrators change their policies. According to Shapiro (2002) in Mpaata (2008), violence in educational institutions may be methodical or random, sustained or fleeting, intensive or uncontrolled. It always harms or destroys the recipient, or is intended to make administrators initiate reform.

Conclusion

The study established that head teachers still have a challenge with students who are not aware of the school rules and regulations, even though they are given copies, and therefore violate them. Many of the students just dump them without reading through them, so as to be able to get their real meanings a sign of a lack of sensitization and awareness to students from school administrators. Students believe that many of their friends have fallen victim, which students believe to be a weakness of school administrators. Students, therefore, feel unsatisfied with school judgments by violating school rules and regulations, which leads to violence in schools that affects their academic performance.

Recommendation

School rules and regulations need to be emphasized and given enough awareness so as to enable students to understand them. These will help to prescribe the standard of behavior expected of students and teachers. Students will learn to behave like students, and so will the teachers.

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Conflict of interest

The author declares no conflict of interest.

Author contributions

Norah Akirabaine was the principal investigator.

Dr. Muhamad Ssendagi. Supervised the study.

Data availability

Data is available upon request.

Informed consent

All participants consented to the study.

Author Biography

Norah Akirabaine holds a degree of masters in educational planning and management from Team University.

Dr. Muhamad Ssendagi. Lecturer at Team University.

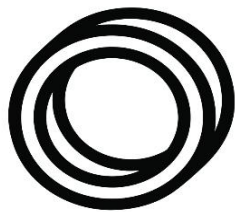
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