

## The Relationship Between Head Teachers' School Rules' Implementation and Student Academic Performance In Secondary Schools

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### *Abstract*

*This study examined the relationship between head teachers' enforcement of school rules and students' academic achievement in private secondary schools. The school rules and academic performance are interrelated and key to the realization of good performance. The goal of this study was to ascertain how the application of school rules and regulations by head teachers and students' academic achievement are related to one another in secondary schools in Mogadishu, Benadir region. The theories X and Y put out by Douglas McGregor were the focus of this study. The intended populations consists of 2040 students from eight secondary schools, 68 instructors who serve on disciplinary committees, and 34 head teachers. Thus, there were 2142 target populations in total. 307 respondents made up the sample, and they were distributed as follows: 8 head teachers, 8 teachers who serve on disciplinary committees, and 291 fourth-grade pupils from the 8 chosen schools are included. The validity of the content was assessed using professional judgment. The test-retest approach was used to determine the instrument reliability. By using professional judgment, the validity of the questionnaire was guaranteed. The information was gathered through questionnaires and interview schedules. The descriptive statistics used specifically for quantitative data analysis using SPSS were frequencies, percentages, means, and standard deviation. Frequency tables, bar graphs, and charts were used to display the study's findings. Themes derived from the objectives were used to analyze the qualitative data and were then presented through narrations. The study discovered that the application of school regulations had a favorable and considerable impact on students' academic performance in Mogadishu. The results of this study may help stakeholders and those in charge of policy at the education ministry understand how head teachers might improve students' academic performance by implementing school rules. In conclusion, the head teachers' school rules implementation had a reasonable affirmative relationship and account for variance in academic performance in secondary schools. It showed that academic performance increases*

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*among students with an increase in the level of school rules implementation by the head teacher. For Private Organizations managers, to function most effectively, the study recommends that leaders need to avail themselves for training on how best to manage student discipline in schools in the course of school rules implementation.*

*Keywords: Head teacher, School rules and Students' academic performance.*

## **Introduction**

Education worldwide aims to develop character and prepare individuals for the well-being of society (Çiçek, 2021). The role of education is to instil individual and societal norms while encouraging open-mindedness (Hanson, 2021). According to Night (2019), education is a key growth engine and one of the main strategies for eradicating poverty, promoting health, fostering peace, advancing gender equality, and facilitating stability.

According to Rivas, (2021), Discipline and academic success are crucial components of the educational process.

According to Awuor (2019), discipline management refers to the efforts, strategies, and tools put in place by school management and administration, as well as discipline committees, to ensure appropriate student discipline and school climate suitable for the achievement of school objectives, moral and academic excellence.

According to Wheldall (2017), School discipline comprises particular actions performed by the principal toward students who disobey school regulations or breach school policies. Discipline teaches students how to control their conduct and communicate with others, which enhances their academic success (Wheldall, 2017). Children must be disciplined, and a fun, safe learning environment must be provided to foster confidence and knowledge acquisition (Degeng, Utaya, & Kuswandi, 2022). Students' academic performance indicates that quality education is critical to economic and industrial growth. When students engage in acts of indiscipline in school, this is sometimes jeopardized (Okeke & Iwara 2020).

Every school needs a dedicated disciplinary committee that works with the management and administration, other educators, the security system, the student leadership, the entire student body, parents, and other stakeholders to develop a positive school atmosphere (Ballard, Farrell, & Long, 2020). These assist in fostering discipline by preventing and reprimanding instances of indiscipline through effective and efficient communication, as well as through reminding students of the rules and regulations.

Before formal education was introduced in Somalia, the country had a complicated and protracted history. By setting an example and using storytelling, Somalia's informal education system helped young people learn social and cultural values. Institutions where training is conducted lack this kind of education (Abbas, 2018). Respect and order were therefore emphasized. In order to maintain contentment within the school community, proper discipline was necessary. However, in Somalia, secondary school students' terrible behavior, the growing prevalence of immorality, and the country's poor academic performance upset school leaders. As further contributors to indiscipline in secondary schools in Mogadishu, Benadir region, students' use of drugs, violence, fighting, and vandalism of school property have been noted. Given the prior instances, the head teacher's disciplinary policy needed to be evaluated because it had an impact on the kids' academic performance. If the kids understand why they are being punished, punishment is an effective way to remedy bad conduct (Mizinga, 2022). Many schools in Mogadishu used unfair disciplinary techniques including caning and corporal punishment on students. As a result, a study on the relationship between secondary school principals, school rules implementation, and student academic performance became necessary.

### **Problem Statement**

In today's educational systems, school rules and academic performance are critical. School administrators must create a welcoming learning environment in which rules and regulations are essential for achieving the desired academic performance (Adedigba, O., & Sulaiman, F. R. 2020). To this effect, schools play an essential role in the discipline of students where head teachers are responsible as custodians of the school to ensure that students maintain the desired level of discipline (Mongale, A. K. 2021). However, in the current state of Somalia's educational system, school administrators are worried about an increase in cases of indiscipline that are having a negative impact on secondary school students' academic performance. Examples of indiscipline cases in secondary schools in Mogadishu, Benadir region, include drug abuse, misuse of social media in school grounds, including during classes, fighting, vandalism of school property, as well as an increase in reports of disruptive behavior among students. It is against this background that this investigates the relationship between head teachers, the implementation of school rules, and student academic performance in secondary schools in Mogadishu, Somalia.

## **Objectives of the Study**

The sole objective of this study was:

To investigate the relationship between principals' school rules implementation and student academic performance in secondary schools in Mogadishu, Benadir Region, Somalia.

Hypothesis

The study hypothesis that:

Principals' school rules implementation significantly has a big impact students' academic performance in secondary schools Mogadishu, Benadir Region, Somalia.

## **Review of Related Literature**

Management is working with people to accomplish corporate goals (Noe, 2006). The aims of the organization must be achieved in accordance with defined rules and regulations, which are dealt with through management procedures. Rules are established standards of conduct that direct how individuals behave and engage with one another in an organization (Savklint, 2022). These rules govern students' daily lives and indicate their expectations (Night, 2019). The effectiveness of the organization is enhanced by regulations. They set forward a proper course of action for the company. This study looked at how school regulations affected students' academic achievement as measured by the results of exams like midterms, final terms, and the secondary leaving examination.

Singh (2019) contends that enforcing school policies and procedures is important for instilling in pupils the kind of behavior and conduct that is necessary for academic success. Upon arrival, students received a copy of the school's rules and regulations, which stated what they were expected to do and what they were not expected to do. Student indiscipline persisted in Heliwa district schools despite these regulations. To escape peer pressure, some have turned to drunkenness and the ensuing student unrest. Nadunga (2019) looks into the prevalence of violence and bad behavior in Botswana's schools. Theft was noted as a significant occurrence, and they learned that indiscipline showed up in a variety of ways, including bullying, vandalism, and alcohol usage (Mealy, 2018). Some students lost their lives, some became blind, and one student killed himself after fighting with another. These research had a limited reach because they did not look into how it affected academic achievement. Cotton (2022) agrees and believes that schools should do everything possible to prevent bad behavior. Because many school rules were established without the

students' input, they tend to be defied (Shaked, Benoliel, & Hallinger, 2021).

Nkarichia (2021) agrees with Cotton (2022) that the way rules are written, whether or not students follow them. Mosoge and Mataboge (2021) investigated a lack of discipline that was caused by students' failure to respect themselves and those in authority. Mosoge and Mataboge (2021) focused their research on. According to Mwansa (2021), widespread violence in Nigerian schools hampered the school system's smooth operation. William (2021) found that by criticizing school norms and regulations, pupils' developmental changes as they age contribute to misbehavior. How indiscipline affects students' academic achievement was not a topic covered in the studies described in the following sections. In Mogadishu, in particular, a secondary school student was slain during a violent strike that he and other students called in protest of the school's regulations. How the school's punishment policies affected the performance of the pupils was the question that needed to be addressed. The explanation of how the enforcement of school regulations affected pupils' performance was missing, and it needed to be replaced. This study investigated the effect of head teachers upholding school policies on pupils' academic achievement in Mogadishu Benadir Re. According to the district education officer's assessment, the students have demonstrated a lot of indiscipline and low academic achievement over the past four years during the nation's national tests. This investigation was necessary to fill this gap.

## **Research Methodologies**

Non-experimental, descriptive, and cross-sectional research methods were used by following Amin (2005), a cross-sectional research design was used where the researcher visited each respondent individually. Since it is both time and money efficient and because the study covers many participants, the cross-sectional survey was chosen (Kisige & Neema-Abooki, 2017). The study's descriptive nature resulted from its description of the relationship between head teachers, school rules' application, and students' academic performance at secondary schools in Mogadishu, Somalia. A quantitative approach was used to collect data, with variables being measured in terms of numbers. Using the sample size determination table developed by Krejcie and Morgan in 1970 (response rate=73%), the sample of 291 students from 2040 secondary students from four schools was chosen because they were well-versed in maintaining discipline in terms of school rules and regulations. Purposefully distributed questionnaires were given to academics, head teachers, disciplinary committee instructors, and students, asking them to score their own opinions on a five-point Likert

scale: 1 = severely disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = highly agree. Simple linear regression, frequencies, percentages, and averages were used to analyze the data.

## Findings and Discussions

### Background of Respondents

The participants' background information is covered in great detail in this study section. These were determined by the respondents' gender, age, and school type.

### Gender of the Respondents

**Table 1: Gender of Respondents**

Gender	Frequency	Percent
Male	231	72
Female	90	28
<b>Total</b>	<b>321</b>	<b>100.0</b>

The majority of responders (72%) were men, and 28% were women, as shown in Table 4.1. The results thus show that males made up the majority of the study area's teachers.

### Age of Respondent

The age groupings of the respondents were split into three groups, as shown in Table 4.2.

**Table 2: Respondents' age**

Age	Frequency	Percent
14-18	190	59.2
18-22	77	24.0
22-26	54	16.8
<b>Total</b>	<b>321</b>	<b>100.0</b>

The majority (59.2%) of respondents, according to the survey, were between the ages of 14 and 18; 24 percent were between the ages of 18 and 22; and 16.8% were between the ages of 22 and 26. The findings suggested that most respondents were giving their best effort. The findings also indicated that a sizable portion of the respondents were young adults; as such, young people were students who could manage remaining in class for extended periods of time.

### State-specific School Types

The respondents' schools of attendance are listed in Table 4.3,.

**Table.3: State types of your School**

Type of School	Frequency	Percent
Boarding	30	9.3
Day	291	90.7
Total	321	100.0

According to the research, 90.7% of respondents attended day schools, while 9.3% attended boarding institutions. The results suggested that many respondents were working as teachers during the school year in Mogadishu, Somalia.

#### Descriptive Analysis

The statistical package for social sciences (SPSS) software version 26.0 was used to evaluate the quantitative data, which was provided as Mean (M) and Standard Deviation (SD). The factors listed below served as the foundation for descriptive statistics.

The relation between the head teacher, School Rules and Regulations and Students' Academic Performance

This section's findings were used to assess the headmaster has mandated rules and regulations' effect on pupils' academic achievement at the private secondary school in Mogadishu, Somalia. The findings are shown in Table 4.

**Table 4: The Head Teacher's rules and regulations for the school**

Statement	N	Mean	Std. Deviation
The Disciplinary Committee makes sure that students are disciplined appropriately in this school.	11	3.68	1.380
According to the administration, every student has a disciplinary file that details their punishment.	11	3.97	1.079
According to the school administration, the Disciplinary Committee manages student cases as they arise in this school.	11	3.89	1.300
The Disciplinary Committee sees to it that students receive fair sanctions.	11	4.09	1.045
The administrator of the school witnesses the students serving their sentence in this school.	11	3.95	1.164
<b>Average Mean</b>		<b>3.92</b>	

The results suggest that the respondents strongly agreed that the Disciplinary Committee ensures that students are given appropriate punishments, as indicated by a mean score of 4.09 and a standard deviation of 1.045. This is in line with Adams' (2020) theory, according to which school policies and norms are crucial for establishing the kind

of behavior and conduct necessary for academic achievement in children. A similar view is expressed by Macharia (2014), who suggests that schools should reduce negative behavior. Students tended to rebel against school rules because many of them were established without their input.

The respondents agreed with the claims that the administration supports each student having a disciplinary file for their punishment and that the school administration makes sure that children are reprimanded whenever they do wrong. Additionally, the disciplinary Committee deals with the cases that students bring up as they do. It cultivates discipline. The results were 3.97, 3.95, 3.89, and 3.68 for the mean scores, respectively, and 1.079, 1.164, 1.300, and 1.380 for the standard deviation. According to Adeyemo (2019), the prevalent violence in Nigerian schools hinders the efficient operation of the educational system. Mukharjee (2016) discovered, through criticism of school rules and regulations, which developmental changes in them contribute to their misbehaving as kids mature.

The study discovered that the relationship between the head teacher and the students, as well as how well school rules are enforced and followed, have an impact on students' academic performance in private secondary schools in Mogadishu, Somalia. The objectives examined how rules, regulations, and time management affected students' academic achievement. The study used a descriptive research methodology. The sample target group consisted of all head teachers, disciplinary committee members, and four students in private secondary schools. The simple random selection strategy was used in this study to choose eight private secondary schools from a total of 34 secondary schools. This study used questionnaires to gather information from the sampled respondents.

Analyses of quantitative data were conducted, and the results were displayed in tables and figures. Following is a summary of the findings: firstly, the objective of this study was to ascertain how pupils' academic performance in private secondary schools was impacted by the rules and regulations set by the head teacher. The results of the objective of this study were as follows: First, the head teacher's rules and regulations at the school significantly impacted students' academic achievement. The school administration also insists that each student has a disciplinary file detailing their punishment and keeps track of when each student completes their sentence at this institution. According to the school administration, the disciplinary committee upholds order among the students, and punishment is meted out for the wrongdoing.



## **Conclusion**

Based on the study's findings, it is possible to draw the following conclusions: First, with regard to school rules and regulations, it is possible to draw the conclusion that these were implemented to improve students' behavior management and, as a result, their academic performance. Because it directly affects their academic achievement, teachers should give priority to students' awareness of school rules and regulations. Students should ask permission before leaving the building, adhere to the dress code, and be provided with enough copies of the policies to read them often. To ensure that every student has a disciplinary file to record their offenses, they can also be given out to new students when they enroll.

## **Recommendation**

This study was aimed to investigate the Relationship between Head teachers' School Rules' implementation and Student Academic Performance in Secondary Schools, therefore School Principals in Mogadishu should plan good strategies which they can train for head teachers on how to use and implement the school rules which in turn, support the students' academic performance in private secondary schools in Mogadishu Somalia.

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