

Extensiveness Students Compliance with Rules and Regulations on Enhancing Learning Process in Public Secondary Schools in Moshi District, Tanzania

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Abstract: This study was aimed to investigate the extensiveness on students obedience with rules and regulations enhance learning process in public secondary schools in Moshi District, Tanzania. The social Control Theory, developed by Travis Hirschi in the late 1960s, guided this study. The study employed convergent research design under a mixed-method approach. The study targeted 63 public secondary schools, 63 heads of school, 63 discipline teachers, and 16,850 students and 1 District Secondary Education Officer (DSEO) resulted to a total of 16,977. Sampling techniques that was used in this study include; simple random sampling, purposive sampling, and proportional stratified random sampling techniques was used to select the respondents. The study used a sampled of 12 discipline teachers, 12 head teachers, 394 students and 1 District Education Officer, results of a total of 419 respondents. The research instruments for data collection included questionnaires for teachers and students, interview guides for head of school and District Education Officer. Two research experts specializing in educational planning and administration from Mwenge Catholic University validated the research instruments. A pilot study was conducted in one public primary school in Moshi District Council which consisted 32 students, 1 discipline teacher, and 1 head of school resulted to 34 respondents. The reliability of the Likert-type questionnaires was established using Cronbach's Alpha coefficient, with values of .914 for questionnaire for students. The credibility of interview guide was ensured through triangulation techniques. Quantitative data were descriptively analysed into frequency, percentage, and mean through statistical Package for Social Sciences (SPSS) version 26 while qualitative data were thematically summarized. The study adhered to ethical considerations throughout the research process. Findings revealed that students acknowledged obedience to school rules and regulations as a significant factor in enhancing the learning process. Compliance was reported to promote life skills such as self-discipline, responsibility, and accountability, which are essential for academic success. Students indicated that following rules helps them stay focused on studies, manage time effectively, and maintain positive behavior in class. Additionally, a disciplined environment was seen to create a fair, safe, and respectful atmosphere that fosters positive teacher-student relationships. The study concluded that students' obedience to school rules and regulations greatly enhances the learning process in public secondary schools. It recommended that parents actively support school rules by reinforcing values of respect, responsibility, and discipline at home, and maintain regular communication with schools to monitor their children's behavior and academic progress.

Keywords: *Extensiveness, Compliance with Rules and Regulations, Learning Process, Public Secondary Schools.*

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I. INTRODUCTION

Education is universally acknowledged as a key driver of individual and societal development (Upadhyay, 2022).

The learning process plays a central role in achieving educational success, enabling individuals to acquire knowledge, skills, attitudes, and behaviors necessary for personal and professional growth. This process relies on

structured experiences, engagement, and discipline, all of which contribute to academic achievement and the overall quality of education (Janius et al., 2024). Various factors, such as student attendance, punctuality, engagement, and self-discipline, directly impact the effectiveness of learning. When students demonstrate commitment and responsibility, they are more likely to stay focused, complete tasks, and actively participate in academic activities, fostering a productive educational environment (Budiarto, 2024).

Globally, student discipline is widely recognized as a fundamental factor in fostering a conducive learning process (Yusuf, 2021). It involves the ability of students to follow rules, respect authority, exhibit self-control, and take responsibility for their academic obligations (Chen et al., 2024). Well-disciplined students tend to exhibit characteristics such as punctuality, perseverance, active classroom participation, and Compliance with school regulations, all of which contribute to improved academic outcomes (Konstantinos et al., 2022). However, issues of indiscipline have been reported in educational institutions worldwide, leading to increased disruptions in the classroom, lack of focus, and poor academic achievements (Hui et al., 2023). When students fail to obey school rules and regulations, behaviors such as absenteeism, disrespect towards teachers, and disengagement from learning activities become prevalent, undermining the overall learning experience (Chen & Hock, 2024).

Across various education systems, concerns have been raised regarding the impact of student discipline on learning outcomes. Nikolaou et al. (2021) observed that non-obedience with school rules leads to behaviors such as irresponsibility, lack of commitment to academics, and disregard for authority all of which negatively affect the learning process. A lack of structure and adherence to rules creates a chaotic classroom environment where students struggle to concentrate and actively participate in lessons. As a result, discipline-related issues have become a central topic of discussion among key stakeholders, including students, teachers, parents, school administrators, and education policymakers, who have emphasized the urgent need to implement effective disciplinary strategies to enhance learning (Hasifah, 2021). The presence of a well-disciplined student body is crucial for maintaining order, mutual respect, and a strong academic culture within schools. However, study indicates that despite efforts to instill discipline, many schools continue to face challenges in maintaining a structured learning environment.

Students' learning experiences are influenced by multiple socio-economic factors, including poverty, inadequate educational resources, and cultural influences (Khethwe et al., 2023). Economic hardships force students into behaviors such as absenteeism, low engagement, and academic disengagement due to external pressures, making discipline enforcement more challenging. In Zambia cases of student indiscipline have been linked to ineffective learning, school dropouts, and early pregnancies, all of which contribute to poor educational outcomes (Matimba, 2023). Traditional disciplinary methods, such as corporal

punishment and suspensions, have long been used to address student misconduct, but recent studies suggest these methods are ineffective and cause more harm than good (Mandy, 2023). (Wenzel et al., 2023) argue that harsh disciplinary approaches lead to anger, increased dropout rates, and emotional distress rather than improved behavior.

In Tanzania student discipline remains a critical factor in shaping learning experiences and academic outcomes. Issues such as non-compliance, disrespect, and lack of commitment have been reported to disrupt the classroom environment, affecting both students and teachers (Lumumba et al., 2022). Indicators of discipline, including respect for peers and teachers, responsibility, and engagement in learning, have been recognized as essential in fostering an effective learning process (Febriant et al., 2021). However, some disciplinary approaches, such as corporal punishment and student suspension, have been found to discourage students and contribute to absenteeism and truancy, further exacerbating the challenges in education (Tangi, 2022).

In Moshi District, student's compliance with rules and regulations considered essential for creating a positive and structured learning process. Schools emphasize values such as respect for teachers and peers, compliance to school regulations, and personal responsibility as key elements in fostering student discipline. However, these efforts, many schools continue to experience cases of student misconduct, truancy, and low academic performance, raising concerns about the efficiency of existing discipline strategies. While several studies have explored discipline from an administrative perspective, focusing on rule enforcement and punishment, limited exploration has examined student perspectives on how their intrinsic discipline influences their learning process. This gap in knowledge requires an in-depth investigation into how discipline contributes to students' learning process, academic engagement, and active participation. Therefore, this study investigated the extent to which students compliance with rules and regulations enhance the learning process in public secondary schools in Moshi District, Tanzania.

➤ *Statement of the Problem*

Student indiscipline has become a problem in public secondary schools which impacts the overall learning process (Lumumba, 2022). Teachers, parents, and school administrators have voiced concern over the indiscipline cases all of whom are deeply invested in improving the quality of education. A key indicator of this problem is the declining performance in the Form Four national examinations, where the pass rate dropped from 80% in 2022 to 70% in 2023 highlighting a downward trend in academic performance.

Although efforts have been made to enhance discipline through the enforcement of school rules and regulations, student indiscipline continues to hinder learning process. A study by Asimwe *et al.*, (2023) indicates that many students exhibit poor learning habits, while Kisimba (2022) emphasizes that positive discipline correlates with improved academic performance. Similarly, studies by Majani (2020)

and Stein (2021) have found that indiscipline negatively impacts student learning outcomes. While previous studies have explored the effects of discipline in various educational contexts, there remains a limited understanding on extent student compliance with school rules and regulations directly enhance the learning process at the secondary school level. Therefore, this study sought to examine the extent to which students' obedience to school rules and regulations enhance the learning process in public secondary schools in Moshi District, Tanzania.

➤ *Research Question*

To what extent does students compliance to school rules and regulations enhance their learning process in public secondary schools in Moshi District?

➤ *Significance of the Study*

This study provided valuable insights for teachers, education stakeholders such as head of school, teachers and policymakers through examining the extent to which students' compliance to school rules and regulations enhances the learning process in public secondary schools in Moshi District. For teachers, it offered strategies that will help create disciplined and focused classroom environments reducing disruptions and improving teaching effectiveness. For stakeholders and policymakers, the study presents evidence-based guidance for designing and implementing effective disciplinary practices, including clear behavior management, teacher training in positive discipline, and the promotion of safe and support learning process. Furthermore, the findings contributes to the existing body of knowledge by exploring how student discipline influenced academic performance, enriching educational and behavioral theories related to discipline and learning process.

II. THEORETICAL FRAMEWORK

This study was guided by Social Control Theory, primarily developed by sociologist Travis Hirschi in the late 1960s, This theory emphasize four key elements of social bonds which are attachment, commitment, involvement, and belief. These elements suggest that when students feel connected to their school community and adhere to its norms and values, they are more likely to exhibit disciplined behavior. In the context of public secondary schools, students who maintain strong attachments to their teachers and peers are more likely to respect school rules and engage positively in the learning environment. This emotional connection fosters a sense of belonging and responsibility towards maintaining discipline. When students feel valued and supported by their educators, they are less inclined to disrupt the learning process.

The theory showed the importance of relationships between students and their peers, teachers, and family. Strong attachments lead to better behavior and increased motivation for academic success. It provides a framework for predicting student behavior based on their level of social integration. Schools can use this understanding to foster environments that promote positive interactions among students. By emphasizing the role of social controls (like rules and norms),

schools can implement preventive measures that encourage discipline among students before issues arise.

The theory overlooks individual differences in personality and circumstances that affect behavior. Not all students respond similarly to social controls. The theory tends to focus more on interpersonal relationships while neglecting broader societal influences such as socioeconomic status or systemic inequalities that may impact student discipline and learning.

Social control theory provides a clear frame work for understanding how social bonds norms impact academic success and learning process. The theory indicates how strong attachments to teachers and peers can foster disciplined behaviors, such as regular attendance and effective time management which enhance education in learning processes. It is also examines how students commitment to their education and involvement in school activities promote responsible behaviour and academic engagement.

III. REVIEW OF EMPIRICAL STUDIES

This section focuses on a review of empirical studies, basing on the research theme developed from the research question on the extent does students obedience to school rules and regulations enhance the learning process in public secondary schools in Moshi District?

➤ *Extent Students Obedience with School Rules and Regulations Enhance the Learning Process in Public Secondary Schools*

Obedience with rules and regulations plays a key role in fostering student discipline, which is essential for effective learning in public secondary schools. Clear and well-enforced guidelines create a structured environment that minimizes disruptions and promotes responsible behavior among students.

Wanda et al., (2021) conducted a study to determine the implementation of school discipline in improving the learning process in Niger 16 Indonesia. This research used descriptive methods and qualitative approaches. Data collection techniques in this study include: interviews, observation and documentation. The study found out that instance of student misconduct, including frequent brawls, truancy, involvement in criminal activities, and substance abuse. These behaviors disrupted the learning environment and hindered academic progress. The study concluded that if this educational institution is properly managed and organized in such a way, especially in consistently applying school rules to students, it will create an educational situation or climate that is conducive to disciplined personal development of students. The study offers valuable insights into the role of school discipline in improving the learning process in the context of Indonesia. However, obedience with rules and regulations has been ignored in previous studies. To address this gap, the current study examined how students obedience to school rules and regulations influence the learning process in public secondary schools in Moshi district.

Idris (2023) investigated the relationship between head teachers' enforcement of school rules and students' learning processes in private secondary schools in Mogadishu, Benadir region. The study targeted 2142 individuals, including 2040 students, 68 disciplinary committee teachers, and 34 head teachers, with a sample of 307 respondents: 8 head teachers, 8 disciplinary teachers, and 291 fourth-grade students from 8 selected schools. Data was collected through questionnaires and interviews, with content validity. The findings revealed that head teachers and supervisors actively monitored obedience with school rules, positively influencing academic performance. The study recommended that private school leaders receive training on effective student discipline management to enhance rule enforcement and academic outcomes. However, the students' obedience with rules and regulations in improving learning process is not discovered in existing study. This limits understanding of how influence the learning process. Therefore, this study investigated how obedience to school rules and regulations enhance learning process in public secondary schools in Moshi district.

Nduwayezu and John, (2025) explores the contribution of student obedience to rules and regulations to academic performance in secondary schools within Gasabo District, Rwanda. The data were obtained from 278 respondents through a mailed questionnaire instrument. 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. The study found that 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' toward promoting good behavior. However, their study focused mainly on perceptions and did not intensely investigate how obedience with rules and regulations enhances the learning process such as improving classroom engagement, reducing disruptions, and fostering a positive learning environment. Therefore, the current study filled this gap by exploring the extent to which students' obedience to school rules and regulations enhancing the learning process in public secondary schools in Moshi District.

Innocent and Andala, (2021) conducted a study for the purpose to examine the relationship between students' discipline and academic performance in secondary schools in Rwanda for advanced level Studying-French-English Kinyarwanda in Rusizi district. The study adopted correlation research design while structured questionnaires, interview guide and desk review were used as data collection instruments. The target population was 283 respondents. The sample size was 166 obtained by the use of Yamane formula. The sample was obtained by the use of simple random and stratified sampling techniques. Questionnaire, interview guide and desk review were used to collect the data. It was

revealed that regular class attendance, respect of school rules and regulation and being given punishment among students create a positive change in students on academic performance. The study highlights the important impact of discipline on academic performance. However, the study focused mainly on academic results and did not explore how obedience to school rules and regulations directly improves the learning process. Therefore, this study investigated the extent to which students' obedience to school rules and regulations enhance the learning process in public secondary schools in Moshi District.

Lumumba *et al.*, (2022) examined the effectiveness of student obedience with rules and regulations on the learning process in public secondary schools in Moshi Municipality, Tanzania. Using a convergent mixed-method research design, the study targeted 14 public secondary schools, including 14 head teachers, 28 discipline teachers, 12,300 students, and 168 class teachers. Stratified and simple random sampling selected 5 schools, 40 class teachers, and 200 students, while 5 head teachers and 10 discipline teachers were directly included, totaling 255 respondents. The study found that school rules, effective communication among teachers, parents, and students, and the use of roll calls effectively improved student discipline. It recommended that schools provide rules annually, enhance communication, and use attendance registers to track and manage student discipline. Though, the study focused on discipline management practices and strategies like communication and roll calls, without specifically examining the extent to which students' obedience to school rules directly enhances different aspects of the learning process. Therefore, this study investigated extent to which obedience to school rules and regulations enhance the learning process in public secondary schools in Moshi District.

IV. DEMONSTRATION OF RESEARCH GAP

Despite the increasing body of literature emphasizing the role of school discipline in enhancing the learning environment several gaps remain unaddressed. Previous studies, such as Wanda *et al.* (2021), explored the general implementation of school discipline in Indonesia, focusing primarily on the effects of misconduct on learning without detailing the specific how students' obedience with rules and regulations. Similarly, Idris (2023) assessed how head teachers' enforcement of rules influences academic outcomes in Mogadishu; however, the study overlooked how individual student obedience itself contributes to the learning process. Innocent and Andala (2021) established a positive relationship between discipline and academic performance in Rwanda; however, they did not comprehensively explore the extent to which students' obedience to school rules enhances learning outcomes. Lumumba *et al.* (2022) evaluated obedience and preventive discipline strategies in Moshi Municipality, Tanzania; nonetheless, their study examining the extent to which students' obedience to school rules directly enhances different aspects of the learning process. Therefore, the current study seeks to fill this gap by examining the extent to which students' compliance to school

rules and regulations enhances the learning process in public secondary schools in Moshi District, Tanzania.

V. RESEARCH METHODOLOGY

This study adopted a convergent research design within a mixed-methods approach, integrating both qualitative and quantitative data to gain a comprehensive understanding of the research problem (Creswell & Creswell, 2023). The target population consisted of 63 public secondary schools, comprising 63 heads of school, 63 discipline teachers, 16,850 students, and 1 District Secondary Education Officer (DSEO), bringing the total population to 16,977 individuals. To select the study sample, a combination of probability sampling techniques was employed, including simple random sampling, purposive sampling, total population and proportional stratified random sampling. Through these methods, a total of 419 respondents were selected, including 12 discipline teachers, 12 head teachers, 394 students, and 1 DSEO. Data collection instruments included questionnaires for teachers and students, and interview guides for the head teachers and the District Secondary Education Officer. To ensure validity, the instruments were reviewed and validated by two research experts in educational planning and administration from Mwenge Catholic University. A pilot study was conducted at one public secondary school within Moshi District Council, involving 32 students, 1 discipline teacher, 1 head of school, totaling 34 respondents. The reliability of the Likert-scale questionnaires was assessed using Cronbach's Alpha, yielding a coefficient of .914 for students, indicating high internal consistency. The credibility of the interview data was ensured through triangulation techniques. Quantitative data were analyzed descriptively using SPSS version 26, with results presented in terms of

frequencies, percentages, and mean scores. Qualitative data were analyzed using thematic analysis to extract key patterns and insights. Throughout the research process, ethical standards were strictly observed.

VI. FINDINGS AND DISCUSSIONS

➤ *Extent to Which Compliance with Rules and Regulations Enhance Students Learning Process Among Students in Public Secondary Schools*

This study sought to investigate the extent to which compliance with rules and regulations enhance the learning process among students in public secondary schools in Moshi District, Tanzania. Data were collected through questionnaires distributed to students where an interview guide administered to discipline teachers, heads of schools and District Secondary Education Officer (DSEO). A five-level Likert scale was utilized for data analysis, with 1 representing Very Low Extent (VLE), 2= Low Extent (LE), 3=Moderate (M), 4 high Extent (HE), 5=Very High Extent (VHE), F=frequencies, P=Percentages. The frequency and percentage distribution of responses were categorized as follows: ≤ 20 =extreme minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extreme majority; 100=overwhelming majority (Taherdoost, 2019). To measure the extensiveness, the results were analyzed using the mean score criteria developed by Chyung and Hutchinson (2023), where mean values from 1.00–1.99 denote Very Low Extent (VLE), 2.00–2.99 Low Extent (LE), 3.00–3.99 Moderate Extent (ME), 4.00–4.49 High Extent (HE), and 4.50–5.00 Very High Extent (VHE). The responses from teachers are summarized in Table 1.

Table 1 Students (STs) Responses on the Extent Students' Compliance with Rules and Regulations Influence the Learning Process in Public Secondary Schools in Moshi District (Students n=394).

S/N	Statement	VSE		SE		ME		LE		VLE		Mean
		f	%	f	%	f	%	f	%	f	%	
i.	Student complying with school rules and regulations helps create a disciplined environment that improves learning.	5	1.3	11	2.8	13	3.3	58	14.7	307	77.9	4.65
ii.	Following school rules helps minimize distractions, allowing students to focus better on studies.	18	4.6	4	1.0	6	1.5	74	18.8	292	74.1	4.57
iii.	Students adhering to the school's code of conduct promote respect and cooperation among students, enhancing the learning process.	8	2.0	4	1.0	33	8.4	89	22.6	260	66.0	4.49
iv.	Students obedience with school regulations ensures that teachers can manage the classroom effectively, benefiting my learning experience.	2	0.5	7	1.8	18	4.6	111	28.2	256	65.0	4.55
v.	Following the school's rules helps maintain a safe and supportive environment for all students to learn.	3	0.8	4	1.0	18	4.6	148	37.6	221	56.1	4.47
vi.	students follow the school's rules, there is less disruption in class, leading to a more productive learning atmosphere.	66	16.8	27	6.9	31	7.9	132	33.5	138	35.0	3.63

vii. Respecting school rules and regulations makes students feel responsible for actions, which motivates to learn more.	4	1.0	8	2.0	23	5.8	123	31.2	236	59.9	4.47
viii. Obedience with school regulations helps improve student relationship with teachers, which enhances academic success.	3	0.8	4	1.0	21	5.3	135	34.3	231	58.6	4.49
ix. When all students follow the same rules, it creates a fair and equal learning environment for everyone.	3	0.8	7	1.8	27	6.9	138	35.0	219	55.6	4.43
x. Adhering to the school's rules and policies encourages positive behavior, which directly supports students learning progress.	12	3.0	5	1.3	15	3.8	97	24.6	265	67.3	4.52
Grand Total											4.42

Source: Field Data (2025)

1= Very Low Extent (VLE), 2= Low Extent (LE), 3=Moderate (M), 4=High Extent (HE), 5=Very High Extent (VHE),
F=frequencies, %=Percentages

Data in Table 1 show that an extreme majority (92.6%) of students agreed that complying with school rules and regulations helps create a disciplined environment that improves learning, while an extreme minority (4.1%) disagreed. This item scored a high mean of 4.65, indicating a very strong consensus among students that complying with school rules and regulations plays a crucial role in fostering a disciplined environment that supports effective learning. This implies that students are not only aware of the importance of discipline but also experience its benefits firsthand in their daily academic activities. A disciplined environment allows teachers to teach more effectively and students to engage more fully in learning. The minimal disagreement further implies that resistance to school rules is relatively uncommon, and that most students perceive rules as supportive rather than restrictive. These results underscore the importance of maintaining and reinforcing clear school regulations as a strategy for promoting academic excellence and positive school culture. The high mean score reflects a strong overall agreement among students that following rules leads to better classroom order, reduced disruptions, and improved focus during lessons. During the face to face interview with head of school "A" who state that;

"A well-disciplined school fosters learning by promoting mutual respect, reducing disruptions, and creating a focused environment. Following rules builds good habits like responsibility and time management, which improve students' behavior and enhance their academic outcomes." (HoS "A" personal interview, May 05th 2025).

Another head of head of school "B" had the following to say that;

"Discipline sets the foundation for effective teaching and learning when students obey the rules, it allows teachers to implement lessons without interruption. Moreover, it fosters a sense of fairness and equality everyone knows what is expected, and this predictability creates a secure environment for learners." (HoS "J" personal interview, May 09th 2025).

This was supported during the face to face with the District Secondary Education Officer (DSEO) who add that;

"From what I observe across the district, schools with high levels of rule obedience tend to perform better academically. This is because discipline minimizes disruptive behavior and maximizes the use of learning time." (DSEO personal interview, June 02nd 2025).

The response from the head of school and DSEO implies that when students understand and obey the rules, it builds respect between teachers and students, reduces disruptions, and creates a calm atmosphere where lessons can proceed smoothly. Discipline also helps students develop important habits like responsibility and time management, which improve their academic performance. Moreover, consistent rule enforcement ensures fairness and predictability, making students feel safe and treated equally. This creates a positive environment where both teachers and students know what to expect, which supports better learning. The DSEO confirms that schools with strong rule obedience tend to perform better academically because classrooms are well-managed and students stay focused. Overall, these views emphasize that discipline through following rules is essential not only for order but also for helping students succeed in school and prepare for life beyond education. This supported by Wanda *et al.*, (2021) who revealed that building student character through discipline can make students obedient to school regulations.

Data in the table 1 indicates that very extreme majority (92.9%) of students agreed that following school rules helps minimize distractions and allows students to focus better on studies. An extreme minority (7.1%) disagreed. The mean score was 4.57, reflecting agreement among students, suggesting that they clearly recognize the role of rule obedience in creating a focused and orderly learning environment. The data implies that students believe following school rules plays a key role in minimizing distractions and enhancing their ability to concentrate on studies. The high mean score reflects a strong level of agreement, suggesting that students experience better focus and academic engagement in environments where rules are respected and

enforced. This supports the idea that discipline contributes to maintaining order in classrooms, reducing interruptions, and creating a structured setting where learning can take place effectively. The minimal disparity indicates that most students view rules not as limitations but as tools that support their academic progress. During the face to face interview with head of school “C” had the following to say;

“When students adhere to school rules, those related to classroom behavior and movement around the school, it reduces unnecessary distractions. This creates a quiet and orderly environment where students can concentrate on their lessons.” (HoS “K” personal interview, May 13th 2025).

The findings were also supported by the argument by the District Secondary Education Officer (DSEO) who shared their views through face-to-face interviews.

“Rules are there to guide behavior, and when students respect them, it limits the kinds of distractions that disrupt the learning process. In my school, we have seen that when rules about punctuality, assignment submission, and class participation are followed, students remain more organized and attentive.” (DSEO personal interview, June 02nd 2025).

The information from the head of school and District Secondary Education Officer (DSEO) implies that students regularly follow school rules particularly those related to classroom behavior and movement within the school. This helps create a calm and environment where students fully focus on their lessons. The classrooms with strong rule obedience often see better academic performance because students are more able to concentrate on their studies. This aligned by Nduwayezu and John, (2025) who argue that students’ awareness on school rules and regulations, and attitudes toward promoting good behavior were found as significant effects on perception toward promoting good behavior.

Data in the Table 1 indicates that on whether students adhering to the school’s code of conduct promote respect and cooperation among students, very high majority (88.6%) of students agreed, while an extreme minority (8.4%) were neutral, and only 3.0% disagreed. This item produced a mean of 4.49 indicates a strong level of agreement among students that adhering to the school’s code of conduct promotes respect and cooperation. This implies that most students believe that adhering to the school’s code of conduct encourages respect and cooperation among peers. When students follow the code of conduct, promotes mutual understanding, reduces conflicts, and strengthens peer relationships, which are essential for both academic and social development. This was aligned by Santamaria, (2021) who hold that the school’s code of conduct is useful in preventing violent behaviors in the educational field and promoting the development of socio-emotional skills among the students.

Data in the Table 1 show that an extreme majority (93.2%) of students confirmed that obedience with school regulations ensures teachers manage classrooms effectively,

thereby benefiting their learning experience. An extreme minority (2.3%) disagreed and 4.6% were neutral, producing a high mean score of 4.55 indicates a high level of consensus among students that obedience with school regulations enables teachers to manage classrooms effectively, leading to a better learning experience. This implies that most students believe following school regulations helps teachers manage their classrooms more effectively, which in turn improves the learning experience. This creates a calm and organized classroom where students concentrate and learn better. Very few students unsure, which means that all students understand the value of discipline in supporting both teachers and learners, this highlights that enforcing school rules is not just about control, but about creating a learning environment where both teaching and learning can happen without unnecessary interruptions. One of the head of school “D” during face to face interview were asked to provide their thoughts about obedience with school regulations ensures teachers manage classrooms effectively said that;

“There’s less time spent dealing with disciplinary issues, which means more time is available for instruction and meaningful engagement. This has a direct impact on learning because students stay focused, and the teaching process becomes smoother and more effective.” (HoS “D” personal interview, May 14th 2025).

Another head of school “E” said that;

“Discipline is the backbone of academic progress. When students comply with school regulations like being on time, respecting authority, and staying attentive teachers are better positioned to maintain control and deliver content efficiently. This boosts not only the quality of teaching but also how well students understand and retain information.” (HoS “E” personal interview, May 14th 2025).

According to the information obtained from the head of schools implies that student discipline plays an important role in enhancing the effectiveness of teaching and learning. When students comply with school regulations such as being punctual, respectful, and attentive teachers are able to manage their classrooms more efficiently, spending less time on disciplinary issues and more on meaningful instruction. This organized environment allows for smoother lesson delivery, greater student focus, and improved understanding and retention of academic content. As one head of school put it, discipline serves as the backbone of academic progress, indicating that consistent rule-following not only supports classroom control but also directly contributes to better educational outcomes. The findings aligned by Purwanti & Vania, (2021) who revealed that effective classroom management is important for maintaining discipline and creating a positive learning environment.

Data in the Table 1 further reveal that an extreme majority (93.7%) of students indicate that following school rules helps maintain a safe and supportive environment for learning. An extreme minority (4.6%) remained neutral and only 1.8% disagreed. The mean score for this item was 4.47 reflects strong agreement that rules help create order, reduce

harmful behavior, and promote a sense of security within the school setting. This implies that most students believe following school rules plays a key role in maintaining a safe and supportive learning environment. When students feel safe and supported, they are more likely to participate actively in class and focus on their studies. The small number of students who were disagreed suggests that all students recognize the importance of rules in protecting their well-being and promoting a positive school atmosphere. This supported by Diniyah *et al.*, (2024) who found that teacher mastery of regulations is important for improving student discipline. Teachers need to understand and implement school and classroom management regulations to create an organized learning environment and foster positive student behavior.

According to the data in the Table 1 show that extreme majority (91.1%) of students respecting school rules fosters responsibility and motivates students to learn more. Only an extreme minority (5.8%) remained neutral, while 3.0% disagreed. The consensus, reflected in a mean score of 4.47, which highlights the positive influence that adherence to rules have on students' attitudes and academic motivation. The mean score of this item was 4.47 indicates the positive influence that adherence to rules have on students' attitudes and academic motivation. This implies that students agreed on respecting school rules fosters a sense of responsibility and motivates them to engage more actively in learning. The minority of students who remained neutral or disagreed suggests that almost all students recognize the importance of school rules in shaping responsible behavior and enhancing their commitment to education. This underscores the potential of well-enforced and clearly communicated rules to create a supportive learning environment where students feel accountable and motivated to succeed. During the face to face interview with head of school "F" states that;

"When students respect school rules, they learn to take ownership of their behavior and choices. This sense of responsibility extends to their academic life completing assignments on time, preparing for exams, and attending classes regularly." (HoS "H" personal interview, May 15th 2025).

During face to face interview with District Secondary Education Officer (DSEO) added that;

"We encourage school heads to emphasize the value of rules not just for maintaining order but for character building. When students understand that rules are in place to help them grow and learn better, they begin to internalize them." (DSEO personal interview, June 02nd 2025).

According to information provided by the District Secondary Education Officer (DSEO) and head of school, implies that children follow the rules and grow to take responsibility for their actions. This duty carries over into their academic pursuits, including timely assignment completion, thorough exam preparation, and consistent attendance at class. As a result of realizing how much their own discipline determines their achievement, pupils become

more driven to learn. Moreover, a lot of emphasis is placed on considering rules as crucial for character development rather than just as means of upholding order. Students start to absorb these expectations when they realize that the regulations are meant to aid in their development and education. This self-control then turns into a strong motivator, pushing kids to participate more. This supported by Khudriyah, (2024) who found that implementing school rules has been shown to have effect on students' motivation to learn, with a moderate level of rule adherence correlating with increased learning motivation.

The data in Table 1 indicate that an extreme majority of students (92.9%) agreed that obedience with school regulations improves student-teacher relationships, which in turn enhances academic success with the mean score of 4.49, suggesting that students widely acknowledge the role of discipline in fostering respectful, supportive, and cooperative interactions with teachers. When students consistently follow school rules, they demonstrate responsibility, self-control, and respect for authority qualities that are important for building trust and positive rapport with teachers. The minority (7.1%) of students were neutral and disagreed indicates that they not agree on rule obedience with improved academic gains. This is due to negative personal experiences on a perception that rules are corrective rather than supportive. The findings aligned with Social Control Theory IN 1960s by showing that where student-teacher bonds are strong, rule obedience is high, and academic performance improves. Obedience is not simply about enforcement it is driven by the quality of the relationships students have with the school and its authority figures.

Data in the Table 1 show that on the issue of fairness, extreme majority (90.6%) of students agreed that when all students follow the same rules, it creates a fair and equal learning environment. An extreme minority (6.9%) were neutral, and only (2.6%) disagreed. This item had a mean score of 4.43 this reflect that most students perceive consistent rule-following as essential for ensuring fairness and equity within the school community. This implies that students deeply value consistency and equity in the application of school regulations. When rules are uniformly applied, students are more feel respected and treated fairly, which helps to eliminate perceptions of favoritism, bias, and discrimination. This sense of fairness contributes building a positive school climate where students feel safe, motivated, and included. Moreover, fairness in rule enforcement supports the development of mutual respect between students and school authorities as it sets a clear standard of behavior that applies to everyone, regardless of background, ability, or social status, thereby promoting social cohesion and a sense of belonging.

The findings align with Social Control Theory in 1960s, which suggests that individuals are more likely to follow rules when they feel connected to the social structures around them. The fact that most students agreed that equal rule enforcement creates a fair and equal learning environment shows that fairness strengthens their sense of belonging and trust in the school system. When students see

that rules apply to everyone equally, they feel respected and valued, which reduces feelings of favoritism or discrimination. This fairness builds mutual respect between students and teachers and encourages students to internalize school values and behave responsibly. According to Social Control Theory, such emotional and social bonds increase students' willingness to comply with rules, not out of fear, but because they believe in the system and feel part of it.

Data in the Table 2 show that extreme majority (91.9%) of students believed that adhering to school policies encourages positive behavior that supports learning. An extreme minority (3.8%) remained neutral and (4.3%) of teachers were disagreed. This item scored a mean of 4.52 mean that students generally recognize the value of rules in creating a disciplined and focused learning environment. This implies that a majority of students believe that adhering to school policies encourages positive behavior that supports learning. When students comply with school policies, it promotes behaviors such as responsibility, cooperation, punctuality, and respect all of which contribute to academic success and a supportive classroom atmosphere. Minority of students did not express agreement; remain neutral or disagreeing with the statement. The students not fully connect school rules with improved behavior or learning, possibly due to personal experiences, lack of involvement in rule-making, or feeling that the rules are unfairly applied.

During the face to face interview with head of school “G” said that;

“School policies are not meant to punish, but to guide students toward acceptable behavior. When learners understand and follow these policies, it results in improved classroom conduct, better peer relationships, and increased cooperation with teachers.” (HoS “C” personal interview, May 16th 2025).

Another District Secondary Education Officer (DSEO) had the following to say;

“In my school I have seen that where school policies are communicated and enforced, students tend to exhibit more responsible and respectful behavior. Such behavior creates a positive school climate, where learning is prioritized and disruptions are minimized.” (DSEO personal interview, June 02nd 2025).

The information from the head of school and District Secondary Education Officer implies that school policies are intended not as a means of punishment but as guidelines to help students develop acceptable behavior. When students understand and adhere to these policies, it leads to improved classroom conduct, stronger peer relationships, and increased cooperation with teachers. These factors contribute to better learning outcomes and foster a positive academic culture within the school. Moreover, when school policies are openly communicated and enforced, students tend to exhibit more responsible and respectful behavior. This creates a positive and focused school climate where learning is prioritized, disruptions are minimized, and students are motivated to take

their education seriously. This findings supported by Murni *et al.*, (2024) who hold that adhering to school policies and implementing character education programs positively impacts student behavior and supports learning. Moreover the school regulations provide a framework for discipline, shaping positive conduct and creating an effective learning environment for students.

VII. CONCLUSION

Based on the findings, the study concluded that students' compliance with school rules and regulations significantly enhances their learning process in public secondary schools. To a great extent, students indicated that following rules helps them stay highly focused on their studies, manage their time effectively, and maintain good behavior in class, all of which strongly contribute to improved academic performance. They further emphasized that a disciplined school environment resulting from rule obedience creates a fair, safe, and respectful learning atmosphere, while also strengthening positive relationships with teachers. This demonstrates that compliance plays a critical role in fostering both academic success and a supportive school climate.

RECOMMENDATIONS

Based on the study conclusions, it is recommended that parents actively support school rules by reinforcing them at home through values such as responsibility, respect, and discipline, while maintaining regular communication with schools to monitor their children's behavior and learning progress. Heads of schools should clearly communicate and consistently enforce school regulations, while fostering a positive school culture by involving students in rule-making to promote ownership of school norms. Teachers are encouraged to integrate discussions on the importance of school regulations within lessons, provide continuous behavioral feedback, and collaborate with parents and school leadership to ensure disciplinary actions are constructive and supportive of learning rather than punitive.

RECOMMENDATION FOR FURTHER STUDY

Future study should investigate how school leadership styles and levels of parental involvement affect students' adherence to rules and their academic performance.

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