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Title of Thesis: STUDENTS’ ATTITUDE TO SCHOOL RULES AND REGULATIONS AND ITS EFFECT ON ACADEMIC PERFORMANCE IN RWANDA: A CASE STUDY OF NYAMAGABE DISTRICT 
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ABSTRACT

The purpose of the study was to establish the attitude of students towards school rules and regulations and how this affects their academic performance in Nyamagabe district in Rwanda. The specific objectives were to investigate the attitudes of students towards rules and regulations; followed by determining the relationship between students’ attitude towards rules and regulations and their performance and lastly to determine the factors that influence students’ performance in schools. The study was undertaken in 4 secondary schools in Nyamagabe district, Southern Province. These schools included; Mbuga TTC, G.S Kigeme, E.S Maheresho and G.S ACEPER. Both qualitative and quantitative research methods were used. The research instruments employed were questionnaires, interview schedules and documentary analysis. Data analysis was accomplished using SPSS version 11. The findings of the study showed that students in secondary schools in Rwanda had positive attitudes towards rules and regulations. It was found that 23% of the students’ respondents had very positive, 75% had positive attitude, 2% had negative attitude and none of the students had very negative attitude towards rules and regulations. On whether there is a relationship between students’ attitude towards rules and regulations and their performance, majority respondents 74% agreed that there is a relationship, 19 strongly agreed while 7% disagreed that there a relationship between students attitude towards rules and regulations and students performance. Competent teachers (18%), teachers’ and students’ commitment (15%), cooperation between students and school administration (13%), flexible rules and regulations (11%) and maximally utilizing time (10%) were among the major factors that influence students’ performance in secondary schools in Nyamagabe district, in Southern province in Rwanda. The study recommended that students and parents should be considered in the formulation of school rules and regulations which would help in designing appropriate rules that will enable students to be obedient thereby reducing possibilities of unnecessary strikes. The study also recommends non-selective enforcement of rules and regulations by school administration, encouraging parents to impart discipline among the students and lastly a detailed study on the how school rules and regulations affect performance in at least two districts in Rwanda.