



Student discipline and school community collaboration: Case of selected Rwandan secondary schools in Gakenke District

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ABSTRACT

The Government of Rwanda promotes student discipline through the enforcement of clear education policies and guidelines, in partnerships with parents, school leadership, and security organs to help monitor and reinforce positive behavior among students. The study examined the role of school community collaboration in managing students' discipline in secondary schools of Gakenke District. It was guided by Epstein's Model, which explained how schools, parents, and community work together to support student learning and development. It adopted a descriptive research design, and the research population was teachers, parents, local leaders, and school authorities. The sample size was 167 respondents selected using random and purposive sampling techniques. Data were collected using a questionnaire and an interview. They were analyzed using descriptive statistics. It was revealed that school community collaboration in combating school dropout and encouraging regular school attendance is significant, as revealed by the mean value of 4.59. It was also proved that teachers and school leaders are key players in students' discipline management as their daily responsibilities, and effectively collaborate in solving students' indiscipline cases, as indicated by the mean value of 4.48. Teachers' collaboration with the school in guiding and counseling students also scored a mean value of 4.68. However, local leaders and parents were viewed as community members who do not effectively participate in setting up discipline rules and regulations in schools of Gakenke District, as represented by the mean value of 2.18, which is below the average. Based on the results of the study, it was proven that the level of community collaboration in managing student discipline is not effective as long as parents and local leaders do not exhibit maximum participation in students' learning behavior and school programs regarding students' discipline management. Schools of Gakenke District do not effectively engage the community stakeholders in students' discipline management, as represented by the mean of 3.63. Teachers and school leaders should reinforce communication with parents and students to develop a sense of mutual relationship with the school community, which can help them ensure their full potential in sustaining students' discipline in secondary schools. They should also play an active role in enforcing the school's internal regulations.

Keywords: Collaboration, Gakenke District, Rwandan Secondary Schools, School Community, Students' Discipline

I. INTRODUCTION

Children are viewed as future assets in every country's development since they can replace the elderly in the following generation. In order to achieve this development, it is crucial to make sure that these youths are disciplined so they may keep their attention on life, enhance their abilities, and develop their talents. Mutua and Thinguri (2014) noted a rise in schoolchildren's lack of discipline, which has become a global plague, in contrast to what young people had expected. Since people first began to live in society and form groups based on social conventions, there has been a lack of discipline (Edem, 2003).

African schools now have to deal with issues including weapons, rivalries, drug addiction, human trafficking, recruitment into criminal organizations, and youth radicalization. Arson, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug usage, truancy, tardiness, bullying, and other forms of student indiscipline are common in African nations like Nigeria, South Africa, and Kenya (Simatwa, 2012). Because it endangers the lives of the people, this behavior is therefore a severe shock to a nation's security and growth (Edem, 2003). Although numerous international leaders and organizations have worked hard to combat this emerging syndrome, particularly among youth, it is frightening to observe that the media never stops discussing the lack of discipline in newspapers, on the radio, and on television (Jusuf et al., 2017). Therefore, the world's population and security are alarmed by the growing instances of children's behavior deteriorating.



In Gakenke District, Northern Province of Rwanda, the rate of students' indiscipline is rapidly increasing, causing harm to the community's peaceful cohabitation and the learning environment (Dany & Andala, 2020). Some students even fight teachers and cause damage to school property. Students' indiscipline prevails in the majority schools especially in day school program whereby a great number of students are characterized by inability or unwillingness to perform school tasks or homework, stealing, disrespect to the teachers, breaking the regulations, fighting, deceitfulness, truancy, lateness, disobedience, drug abuse among others (Dany & Andala, 2020). Even though some parents show their concern in collaborating with the school staff to handle students' disciplinary behaviors, a great number of parents are not willing to do so, while others have no possible opportunities to contribute to the proper upbringing of their children (Annisa, 2018).

1.1 Statement of the Problem

In Rwanda, the rate of student indiscipline is rapidly increasing, which has a detrimental impact on the country's peaceful cohabitation and the learning environment. It is well known that many students in Rwanda's basic schools disrespect their teachers and school regulations by coming to school late, skipping class, refusing to finish their tasks, and dressing immodestly (Dany & Andala, 2020). Some students even fight teachers and cause damage to school property. When they are disciplined or a colleague is disciplined. According to Ruzibiza and Ndagijimana (2024), drug use, intoxication, and marijuana smoking are also prevalent in Rwandan basic schools.

Notable instances of indiscipline include the arrest of six senior students from Groupe Scolaire Kabgayi in Muhanga District, Southern Province, on June 21, 2021, for forming and joining a gang, willfully damaging people's and the school's property, 16 pupils from Gakoni Adventist College in the Eastern Province were found to have genocidal ideology, divisionism, and disorder in 2021; these younger children were also taken into custody for the February 2021 walkout (<https://www.ktpress.rw>). According to Dr. Murangira B. Thierry, a spokesperson for the Rwanda Investigation Bureau (RIB), these crimes were perpetrated by younger schoolchildren, ages 18 to 19, who allegedly vandalized school property, including classrooms and equipment, at the end of the second semester in March 2021 (RIB, 2019). Furthermore, the Rwanda Investigation Bureau (2019) states that 155 occurrences of child defilement are among the 1,949 crimes recorded in Northern Province.

When younger pupils are not given the regular guidance and supervision they require, they become misdirected and develop indiscipline. Although indiscipline poses a threat to Rwanda's socio-economic development and hinders students' academic progress, there aren't many studies evaluating collaborative strategies with all members of the school community to address these issues (Ruzibiza & Ndagijimana, 2024). Therefore, this study's primary goal was to investigate how school community collaboration affects student discipline management in Rwandan secondary schools, particularly in the Gakenke District, where solutions for dealing with students' indiscipline behaviours were evaluated.

1.2 Research Objectives

- i. To analyze the influence of school collaboration with parents on students' discipline in Gakenke District secondary schools.
- ii. To evaluate the influence of school collaboration with teachers on students' discipline in Gakenke District secondary schools.
- iii. To analyze the influence of school collaboration with local leaders on students' discipline in Gakenke District secondary schools.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study is supported by the Epstein Model, which was postulated by Joyce L. Epstein. This model elucidates the areas in which schools collaborate with the community, especially parents, key stakeholders who are supposed to contribute to students' learning and development. Concerning the Epstein Model, students' discipline can be well achieved through collaboration between school administration, teachers, parents, and local leaders, whereby all of the stated members take common responsibilities in child development and shaping the behaviors of children at different levels.

In this context, encouraging parents' participation in students' discipline management can be possible by strengthening their collaboration with teachers, school authorities, strengthening students' learning at home, at modeling good behaviors to inspire students, as well as regularly attending school meetings to reinforce their participation with the school. This can be used as an essential strategy that can be used to achieve students' moral behavior and positive learning outcomes. Moreover, based on the Epstein Model, parents' collaboration with the school can be reinforced by local authorities who provide their intervention in making students' discipline more realistic, as they are the ones who have responsibilities of educational policy sensitization and enforcement of laws as government agents. Local leaders

are the ones who sensitize parents to participate in the education of their children. Collaboration of teachers, parents, and the local community matters a lot in providing a uniform message to students, which helps them develop good behavior and reduce their misconduct (Mugabo, 2020).

2.2 Empirical Review

Studies have shown how community involvement affects student learning results, teacher attendance, and increased student participation (Dany & Andala, 2020). Christenson and Sheridan (2001) suggested a good indirect relationship between community involvement and student learning outcomes through improved school management in rural Malawi. Adams et al. (2013) conducted a comprehensive review of prior empirical research and concluded that integrating school autonomy, student learning evaluation, and parent and stakeholder responsibility resulted in significant improvements in student behavior and learning performance.

Based on the view of Mugabo (2020), family-oriented activities are great opportunities for families to get together, share ideas about their needs, create the foundation of their community, and find methods to work together to create a brighter future for their children. Opportunities for community involvement are facilitated by events of this size. Activities of all sizes effectively promote and improve community involvement, cultivate relationships with educators, and help students understand the needs of the classroom (Edem, 2013).

Additionally, Annisa (2018) argued that teachers believe that students whose families are involved in the school community communicate about their children more honestly and openly. By helping with homework, providing opportunities for at-home study, and teaching their children how to organize their learning, parents are actively involved in their children's education. Similarly, nothing is more satisfying than just making their parents glad to have them by their side and offering counsel. When children see their parents interested in and involved in their education, they tend to emulate their parents and demonstrate their capacity for learning and development. They will be thrilled to give their parents the same satisfaction when their performance is announced.

According to Odebode (2019), community involvement also improves student conduct, including attendance. These days, children who don't get enough encouragement and guidance from their parents or counselors risk getting into major problems because they miss school. Schools can set up parent-led and community-based initiatives to help kids with low attendance figures out their path and comprehend how education affects their lives. Parents who are aware of their children's location tend to their requirements and have conversations with them to help them clear up any confusion they may be having with a course, claims (Topor et al., 2011).

According to Ndagijimana and Uwimbabazi (2025), school leaders' practices for improving their students' academic performance primarily include shaping a clear vision of academic success for all students, creating an educational climate, cultivating leadership in others, improving instruction, and managing people, data, and processes. The study also concluded that school leaders' practices contribute positively to their students' academic performance. Finally, based on the study's findings, it is possible to conclude that different school leaders face numerous challenges in improving their students' academic performance due to the lack of effective management of discipline in selected Nine Years Basic Education(9YBE) Schools in Rwanda.

III. METHODOLOGY

3.1 Research Design

This study was conducted using a descriptive survey design whereby a mixed approach was used to collect and analyze data through the questionnaire, interviews, and group discussions (Ndagijimana & Uwimbabazi, 2025). This was appropriate for this research to investigate the role of school community collaboration and students' discipline in selected secondary schools.

3.2 Population of the Study

The total of 12 Years Basic Education Schools in Gakenke District is 19, distributed in 19 sectors of Gakenke District. The selected schools include 19 schools, including GS Murambi II, GS Mugunga, and GS. Mwumba, GS Ruhanga, GS Muramba, GS Kageyo, GS Kiruku, GS Munyana, GS Bumba, GS Bewenda, GS Byerwa, GS Rugali, GS Kirebe, GS Bumba, GS Rutake, GS Mataba, GS Nyakina, GS Nemba I, and GS Musagara. Therefore, all of them constitute the present research population. In this regard, the target populations in the present study are parents, teachers, school authorities, and local leaders in Gakenke District, which are 783 individuals.

3.3 Sample Size

The sample size of students was determined by referring to the table and formula of Alain Bouchard. Using this table from the sample population size, the sample size is determined according to Alain Bouchard's formula. By the application of the formula, the sample size was 167 respondents.



3.4 Sampling Techniques

Both simple random and purposive sampling methods were employed in this study. Every member of the research population had an equal chance of being chosen using the basic random procedure. Purposive sampling, however, assisted in the selection of certain important individuals who possess more necessary information than others, such as sector education inspectors and school administrators who possess specific knowledge on this subject.

3.5 Data Collection Techniques

Both an interview and a questionnaire were used to gather the data. Before being properly distributed to the chosen respondents, the questionnaire was created and tested. It is a tool that comprises a series of connected questions printed in a specific order to make it easier for respondents to comprehend and supply the necessary data. In order to get particular information about community cooperation in managing student behavior, interviews were also conducted with a few local leaders, such as the District Education Director and Sector Education Inspectors. In order to get reliable information based on their experiences in their everyday roles, seven key informants were given this face-to-face conversation.

3.6 Data Analysis

After the data collected had been organized, edited, and coded, quantitative data were entered into a statistical application, namely Statistical Package for Social Science (SPSS), and descriptive statistics, including mean, standard deviation, were presented statistically in the form of tables, graphs, and figures.

3.7 Ethical Consideration

Before data collection, the authors sought approval from the schools investigated. At school, before data collection, participants were informed about the study's purpose. All participants were given a consent form to sign and participated voluntarily in the study. Confidentiality and privacy standards were upheld throughout the process of data collection. In this study, there's no conflict of interest.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The results of the study carried out in the Gakenke District were analyzed and interpreted in this chapter. Data were gathered from 167 respondents who were chosen randomly from 19 schools spread over the Gakenke District. Descriptive statistics, such as tables and charts displaying frequencies and percentages, means, maximum, and standard deviations, were used to present and discuss the results. Consequently, the demographic data on the respondents were presented first in the next section.

4.1.1 Influence of School Collaboration with Parents in Managing Students' Discipline in Gakenke District Secondary Schools

In Table 1 are details of the measures of influence of school collaboration with parents in managing students' discipline in Gakenke District secondary schools. The statements have been ranked in terms of their means and standard deviations to deduce meaning from the results. Therefore, the details of the table are discussed in this section.

Table 1
School Collaboration with Parents in Managing Students' Discipline

Areas of school collaboration with parents in managing students' discipline	Min	Max	Mean	Std. Dev.
School leaders' collaboration with parents in solving discipline problems among students	2.00	5.00	3.71	0.468
School leaders' collaboration with parents in setting up discipline rules and regulations	1.00	5.00	2.81	0.575
Establishment of parents' close connection with the school staff in managing students' discipline	1.00	5.00	3.42	0.846
Parents' collaboration with the school to develop students' good morals	2.00	5.00	4.13	0.770
Parents' collaboration with the school to fight student dropout	2.00	5.00	4.53	0.564
Parents' collaboration with the school in guiding and counseling students.	2.00	5.00	4.21	0.451
Parents' collaboration with the school to stimulate students' punctuality and attendance	1.00	5.00	3.92	0.621

N=167

The results of the study highlighted the areas of school collaboration with parents in managing students' discipline. Concerning the first statement in Table 1, the mean score of 3.71, which is higher than the average (3),



indicates that respondents agreed that parents help children with their indiscipline issues. Furthermore, a standard deviation of 0.468 indicates that the respondents' replies are somewhat less variable, primarily due to their varying degrees of cooperation with schools in handling student punishment.

According to the survey results shown in Table 1, the mean score of 2.81, which is slightly below average or in the disagree category, indicates that respondents do not agree that school administrators work with parents to establish discipline rules and regulations in the Gakenke district. This information is crucial for clarifying the differences in cooperation between parents and schools on a number of significant matters pertaining to student discipline, particularly with regard to establishing regulations controlling student behavior in Gakenke District secondary schools.

Thirdly, the mean value 3.42, which is slightly above the average, suggests that respondents do not appear to agree with the third statement in Table 1, which examines the development of a close relationship between parents and school authorities in managing students' discipline. Additionally, a little higher degree of response variability is revealed by the standard deviation of 0.846, demonstrating how parents do not engage in student discipline management to the same extent.

Regarding the fourth statement in the table that looks at whether parents work with the school to help students in the Gakenke District develop good morals, it was found that the majority of respondents, represented by the mean value of 4.13, which is the position of agreement, stated that they work with the school staff in a variety of ways to help students develop good morals. This suggests that a large number of parents support schools in enforcing disciplinary actions against their children while also offering parental assistance and education.

Based on the findings in Table 1, respondents' agreement with the fifth statement as to whether parents work with the school to prevent student dropouts was indicated by the highest mean score of 4.53, which falls into the strongly agree category on the Likert scale used to collect the data. Furthermore, the associated standard deviation of 0.564 clearly shows that the respondents had some different answers on the typical ways parents help prevent school dropout.

Regarding the survey's findings, which are represented in the six assertions in Table 2, participants concur that parents and the school work together to guide and counsel pupils in Gakenke District schools. The mean score of 4.22, which falls into the agreement category on the Likert scale used to rate data collection answers, demonstrated this. Furthermore, a small variance in the responses produced by the respondents in various categories is revealed by the corresponding standard deviation of 0.451.

According to the survey results, which are shown in Table 1, participants confirmed that parents' cooperation with the school encourages students to be on time and attend secondary schools in the Gakenke District. The mean value of 3.92, which falls within the range of agreement with the Likert scale employed during the data collection phase, demonstrated this. The associated standard deviation of 0.870, however, shows that a wide range of respondents gave different answers to this statement, primarily depending on their time, knowledge, and motivation to encourage kids to arrive at school on time.

These findings align with Odebode (2019), who suggested that community involvement improves student conduct, including attendance. According to Odebode (2019), children who don't get enough encouragement and guidance from their parents or counselors risk getting into major problems because they miss school. Schools can set up parent-led and community-based initiatives to help kids with low attendance figures out their path and comprehend how education affects their lives. Parents who are aware of their children's location tend to their needs and have conversations with them to help them clear up any confusion they may be having with a course.

4.1.2 Influence of School Collaboration with Teachers on Students' Discipline in Gakenke District Secondary Schools

This point of the study examined the influence of school collaboration with teachers on students' discipline in Gakenke District secondary schools. The results in detail were presented in Table 2 below.

Table 2

School Collaboration with Teachers on Students' Discipline in Gakenke District Secondary Schools

School collaboration with teachers in managing students' discipline	Min	Max	Mean	Std. Dev.
School leaders' collaboration with teachers in solving students' indiscipline cases	2.00	5.00	4.48	0.438
School leaders' collaboration with teachers in setting up discipline rules and regulations	1.00	5.00	4.10	0.453
Establishment of teachers' close connection with the school staff in managing students' discipline	2.00	5.00	4.66	0.370
Teachers' collaboration with school leaders to develop students' good morals	2.00	5.00	4.24	0.308
Teachers' collaboration with the school to fight students' dropout	2.00	5.00	4.59	0.385
Teachers' collaboration with the school in guiding and counseling students.	3.00	5.00	4.68	0.232
Teachers' collaboration with the school to promote students' punctuality and attendance	3.00	4.00	4.89	0.121

N=167

The study examined the level of school collaboration with the students' discipline. The results were ranked by using means and standard deviations presented in Table 2. The section below presents the results in detail with corresponding interpretations and discussions with previous findings. The results in Table 2 concerning the first statement showed that school leaders collaborate with teachers in solving students' indiscipline cases in Gakenke District. This scored the mean value of 4.48, which is high or close to the maximum (5) on the Likert scale, which was used in data collection. Moreover, the corresponding standard deviation of 0.438 also demonstrates that there is only slight variability of responses, which implies that most of the respondents have common knowledge on how teachers actively participate in guiding children's learning and behavior development.

The results of the second statement, examining whether school leaders collaborate with teachers in setting up discipline rules and regulations, also proved that respondents showed a strong collaboration, indicated by the value of 4.10, which is in the position of strong positive agreement. Moreover, there is a low standard deviation, which means that there was a homogeneity of responses. The results of the statement also demonstrated that there is an establishment of teachers' close connection with the school staff in managing students' discipline, and this scored the mean value of 4.66.

Furthermore, the results showed that teachers collaborate with school leaders to develop students' good morals in schools of Gakenke District. This also scored the mean value 4.24, which is also close to the maximum, or in the position of strong positive agreement. Similarly, the standard deviation of 0.308 also demonstrates a high level of homogeneity of responses. It was also proved that Teachers collaborate with the school to fight students' dropout, as indicated by the mean value 4.59, while they also collaborate with the school in guiding and counseling students. This scored the mean value of 4.68. Lastly, the findings in Table 2 proved that teachers of Gakenke District collaborate with the school to promote students' punctuality and attendance, as it was demonstrated by the mean value of 4.89.

Based on the findings presented in Table 2, it is viewed that there is strong collaboration between teachers and the school in managing students' discipline in secondary schools of Gakenke District. These findings align with Edem (2013), who showed that teachers are the main stakeholders in child learning outcomes, including their psychological and moral development. In the same vein, Christenson and Sheridan (2001) demonstrated a good relationship between teacher participation in student behavior management through improved classroom management, guidance, and counseling activities.

4.1.3 The Influence of School Collaboration with Local Leaders on Students' Discipline in Gakenke District Secondary Schools

This section of the study explored the level of school collaboration with local leaders in managing student discipline in Gakenke District. Results were presented using descriptive statistics such as mean and standard deviation. The results in detail were presented in Table 3.

Table 3

The Influence of School Collaboration with Local Leaders on Students' Discipline in Gakenke District Secondary Schools

School collaboration with local leaders in managing student discipline	Min	Max	Mean	Std. Dev.
School leaders' collaboration with local leaders in handling indiscipline cases among students	1.00	5.00	3.35	0.245
school leaders' collaboration with local leaders in setting up discipline rules and regulations	1.00	4.00	2.18	0.598
Local leaders' close connection with school staff in addressing students' misconduct	1.00	4.00	3.08	0.816
Local leaders' collaboration with school leaders in developing students' good morals	1.00	5.00	3.72	0.941
local leaders' collaboration with the school to fight student dropout	1.00	5.00	4.27	0.465
Local leaders' collaboration with the school in guiding and counseling students	1.00	4.00	3.74	0.275
Local leaders' collaboration with the school to promote students' punctuality and regular attendance	1.00	5.00	3.83	0.564

N=167

The details of how school collaboration with local leaders affects student discipline management in secondary schools in the Gakenke District are shown in Table 3. The mean value of 3.35, which is near the average (3) on the position of not sure on the Likert scale used to collect data, indicates that respondents appear to disagree with the first statement in the table regarding whether school leaders work with local leaders to solve indiscipline problems among students.

Regarding the survey results shown in Table 3, the mean value of 2.18, which is below the average (3) or in the disagree position, indicates that respondents do not agree that school leaders work with local leaders to establish discipline rules and regulations in Gakenke District. The findings demonstrated the lack of cooperation between local



officials and schools in the Gakenke District regarding the character development of children, particularly when it comes to school-level student discipline management.

Regarding the third statement in Table 3, which evaluates the presence of local leaders and teachers' close relationship with school personnel in managing students' discipline, the mean value of 3.08, which is slightly higher than the average (3), suggests that respondents do not appear to agree with this statement. Additionally, different answers to this question are revealed by the related standard deviation of 0.816. On the fourth statement in the table, which examines whether local leaders collaborate with school to develop students' good morals in schools of Gakenke District, it was revealed that majority of respondents represented by the mean value of 3.72 which is the position of mentioned that local leaders collaborate with the schools' staff to develop students' good morals in different ways.

Similar to the data in Table 3, the highest mean score of 4.59, which falls into the strongly agree category on the Likert scale used to collect the data, indicates that respondents agreed with the fifth statement regarding whether local leaders work with the school to prevent student dropouts. Furthermore, the respondents' somewhat differing answers regarding how local leaders work with parents and school administrators to prevent school dropouts and get dropout children back to school are clearly shown by the corresponding standard deviation of 0.465.

Respondents confirmed that local authorities work with the school to guide and counsel children in Gakenke District schools, according to the survey results shown in the six assertions (Table 3). This was demonstrated by the mean score of 4.27, which falls into the strongly agree category on the Likert scale used to rate data collection replies. Furthermore, there is no discernible fluctuation in the responses, as indicated by the matching standard deviation of 0.232.

According to the survey's findings, which are shown in Table 3, participants agreed that local leaders work with schools to encourage students' attendance and punctuality in Gakenke District secondary schools. On the Likert scale used for data collection, the mean value of 3.74, which is higher than the average (3) or in the position of agreement, demonstrated this. Moreover, the corresponding standard deviation of 0.275 reveals that many respondents provided similar responses to this statement, mainly based on their understanding of the role of local leaders in promoting quality education.

These findings are supported by literature emphasizing the importance of community engagement in education. According to Edem (2003), strong school-community partnerships expand the support network available to students, helping to reinforce norms and expectations across different settings. Ruzibiza and Ndagijimana (2024) also found that, in the Rwandan context, involving local leaders in school matters improves communication with families and facilitates the enforcement of school policies within the broader community. Nzarugarura & Ndagijimana (2025) indicate that the DEL program significantly improves head teachers' abilities to create effective learning environments, foster collaboration, and implement school improvement strategies, thereby contributing to their professional growth and enhancing overall school leadership practices. Such collaboration creates a shared responsibility for student discipline and ensures that corrective measures are supported both inside and outside the school environment, leading to more consistent and effective behavior management. Effective behavior management, as discussed in overall school planning and confirmed by a study conducted by Ndagijimana and Uwimbabazi (2025) on the contribution of school leaders' practices to students' academic performance, involves the school leader planning and maintaining program development, allocating resources, encouraging and improving the performance of employees and students, and guiding them to meet the school's objectives.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The general objective of this study was to examine the role of school community collaboration in managing students' discipline in secondary schools of Gakenke District. The results showed that the level of school community collaboration in managing student discipline is different depending on the community members. It was revealed that school community collaboration in combating school dropout and encouraging regular school attendance is significant in Gakenke District through a collaboration of the school community. It was also proved that teachers and school leaders are key players in students' discipline management as their daily responsibilities, and effectively collaborate in solving students' indiscipline cases as well. Based on the results of the study, it is clear that the level of community collaboration in managing student discipline is not effective as long as parents and local leaders do not exhibit maximum participation in students' learning behavior and school programs regarding students' discipline management. Schools of Gakenke District do not effectively engage the community stakeholders in students' discipline management.

5.2 Recommendations

The research formulated suggestions based on the findings. Teachers should reinforce communication with parents and students to develop a sense of mutual relationship with the school community, which can help them ensure

their full potential in sustaining students' discipline in secondary schools of Gakenke District. The school administration should also involve all stakeholders in students' discipline management through parents' meetings and other school programs. They ought to keep the school rules updated, adapt and standardize the internal rules and regulations that best fit the management of students' discipline in schools. Parents should increase communication and interactions with children to identify their problems earlier.

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